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**Firebag (Front cover)**

17th century Ojibway firebag used to transport fuel and tinder.

Intricacy of design and beading suggests the owner is a successful hunter.



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## Native Studies in Colleges and Universities

A guide to courses in native studies offered  
in Ontario beyond the secondary school level



Ontario

Ministry of  
Colleges and  
Universities





## Preface

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The native studies courses offered at Ontario post-secondary institutions are designed for students of Indian and Métis ancestry, as well as for other students who wish to study various aspects of Canadian Native society.

The courses of study described in this edition of *Native Studies in Colleges and Universities* include those being offered at Ontario colleges of applied arts and technology and Ontario universities, special programs, as well as adult training and apprenticeship programs developed to meet the needs of Native people.

For Native students, this publication offers the opportunity to complete or complement post-secondary education in fields related to native culture, history and the contemporary situation. Students who plan to work with the Native population in law, medicine, social services, education and other professional fields should find native studies programs beneficial in promoting awareness and understanding. Practical training is equally valuable for those who wish employment in community, social and correctional services, native and band council associations and businesses dealing with or within native communities. Adult training programs include specific programs to improve the employment prospects of Native people.

*Native Studies in Colleges and Universities* has been prepared by the Ministry of Colleges and Universities to provide general information about Ontario post-secondary education, student assistance programs, and specific study courses and training programs.

Students planning to attend college or university in 1977-78 are advised to consult their guidance counsellors and check the calendars of the post-secondary institutions in which they are interested.

July, 1976

Copies of *Native Studies in Colleges and Universities* can be obtained free of charge from  
Information Resources Branch  
Ministry of Colleges and Universities  
Mowat Block, Queen's Park  
Toronto, Ontario M7A 1B9  
Telephone (416) 965-6134



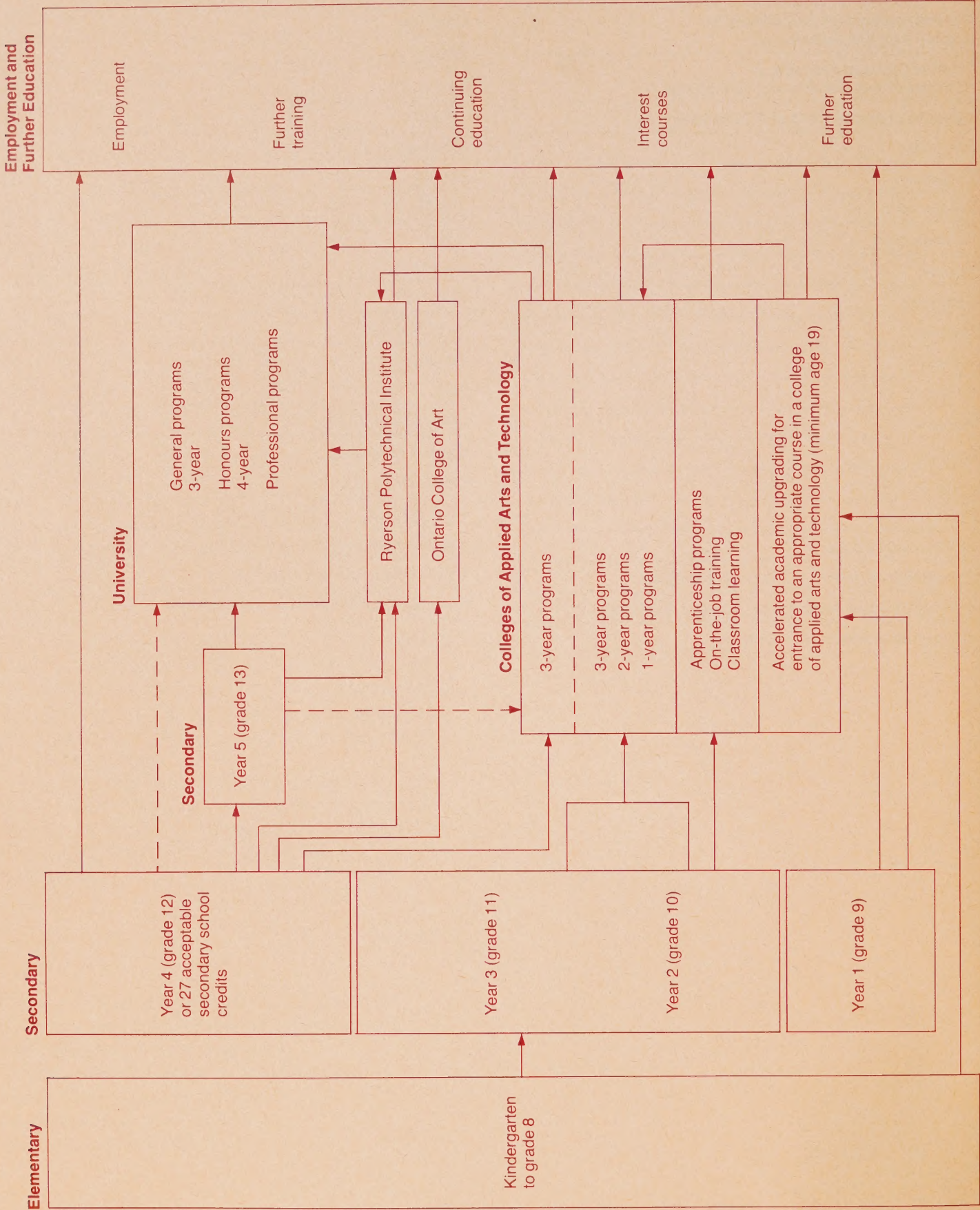
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# Educational Flow Chart





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## General Information on Colleges of Applied Arts and Technology

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The colleges of applied arts and technology (CAATs) provide job-oriented programs beyond the secondary level for high school graduates who desire post-secondary training or education other than university. They also offer programs designed to meet the educational needs of adults and out-of-school youth, whether or not they have completed secondary school. Community colleges provide a wide variety of day and evening courses on a full and part-time basis. The colleges offer their students both a chance to develop skills needed by business and industry and an opportunity to broaden their educational background.

### General Admission Requirements

Admission requirements for the colleges of applied arts and technology vary from college to college. Students are advised to consult the individual college calendars or the college registrar.

The following persons are eligible for admission:

- holders of an Ontario Secondary School Graduation Diploma obtained at the end of year 4 from any branch or program; or
- holders of an Ontario Secondary School Honour Graduation Diploma obtained upon completion of year 5; or
- mature students, that is, people who have attained the age of 19 years on or before the date of commencement of the program of instruction in which they plan to enrol.

### Programs in Native Studies

At most colleges of applied arts and technology, programs are divided into major divisions: applied arts, business, health sciences, technology, extension and retraining. Courses in native studies are usually offered through the departments of applied arts, liberal arts, social sciences or continuing education.

The retraining divisions of several colleges will often mount training programs in response to requests from Bands, organizations, agencies or local communities. Such courses are set up in consultation with the native communities concerned, and are geared to the general conditions and specific needs of the people of the community.

### Continuing Education (Extension) Divisions

The purpose of Continuing Education or Extension Divisions is to provide the opportunity for members of the community to learn at a time and a place that is convenient to them, on either a full or a part-time basis. Non-credit courses of current interest are offered as well as some programs that parallel day programs to allow interested students the opportunity to work toward a college diploma.

### Transfer Possibilities for CAAT Graduates

While it is not intended that the colleges should act as feeder institutions to the universities, honour graduates of the two-year programs may be accepted on an individual basis for admission to the first year of certain university programs.

Qualified graduates of the three-year programs with honours standing in the final year may, in some instances, be admitted to the second year of a related university program.

Decisions about the admissibility of individual CAAT graduates to degree programs are made by the admissions officers of the universities concerned.

### Retraining and Apprenticeship

The colleges of applied arts and technology also offer retraining programs and apprenticeship training for the skilled trades.

Several retraining and apprenticeship programs have been developed as specific employment programs designed for, or adapted to, the needs of Native people.

For information regarding these programs, please consult the section entitled Adult Training and Apprenticeship Programs or contact Industrial Training Branch  
Ministry of Colleges and Universities  
Mowat Block, Queen's Park  
Toronto, Ontario M7A 2B5  
Telephone (416) 965-4211

### Fees

Tuition fees for most full-time programs are approximately \$125 per semester or \$250 per academic year. Students may also be required to pay activity fees, laboratory fees or special fees as established by the individual college.



## **Residence Accommodation**

Students can check with the housing bureau or student services office of the college they plan to attend for information on residence facilities or lists of off-campus housing in the community. A few colleges have residences on campus.

## **Further Inquiries**

For further information on the colleges of applied arts and technology, please consult the college calendars or contact the registrar's office of the college. More detailed information on individual courses offered in native studies may be obtained by contacting the resource person named for each institution. The reference section at the end of this publication contains information on other selected material. Inquiries may also be addressed to the

Information Resources Branch  
Ministry of Colleges and Universities  
Mowat Block, Queen's Park  
Toronto, Ontario M7A 1B9  
Telephone (416) 965-6134



## Courses Available at Colleges of Applied Arts and Technology

Area of Study	College	Course
Applied Arts	Canadore	The North American Indian
	Durham	Canadiana
	Northern	Native Studies
Canadian Studies	Cambrian	Canadian Indian Studies
Continuing Education	Canadore	Indian Crafts
	Confederation	Conversational Language Cultural Awareness Friendship Staff Training Handicraft Operations Native Alcohol Training Supervision Skills
Creative Arts	Centennial	The Canadian Artistic Heritage
Design	Sheridan, School of Design	Art History
Liberal Studies	Seneca	Dispossessed Canadians Social Control and Dissent in Canada The Future of the Canadian North The Native Peoples
	Sheridan	Canadian Studies Cultural Anthropology Native Peoples of Canada
Retraining, Industrial Training and Apprenticeship	Georgian	Academic Upgrading, levels I and II Native Artifacts — Design and Manufacture Welder Fitter Well Driller
	Lambton	Academic Upgrading, levels II and III
	Northern	Band Management Basic Training for Skill Development, levels I and II Construction Labourers (basic and advanced) Construction Trades Helper (phase I) Elementary Carpentry English as a Second Language Forestry Filers Marine and Snow Vehicle Maintenance Nursing Assistant Paraprofessional Instructor Silk Screening Welder Operator
	Sheridan	Academic Upgrading, levels I to IV English as a Second Language
	Sir Sandford Fleming	Reading Labs and Communications
	Centennial	Canadian Mosaic Introduction to Cultural Anthropology
	Fanshawe	Canadian Studies
Social Sciences and Humanities	Humber	Canadian Native Peoples Introduction to Anthropology Magic, Witchcraft and Religion Racial, Ethnic and Minority Groups
	Mohawk	Arctic (The): Life, Legend and Literature Cowboys and Indians Cultural Anthropology Native Peoples of Canada Primitive Magic and Religion
Social Services	Confederation	Native Indian Studies



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## **Cambrian College of Applied Arts and Technology**

**Sudbury**

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### *Canadian Indian Studies*

This 15-week course is taught at the Wikwemikong Indian Reservation on Manitoulin Island. The course is taught over two semesters: the first semester will concentrate on Canadian Indian heritage and culture; the second semester will concentrate on contemporary issues in Canadian Indian life. Several Canadian and American Indian guest lecturers and discussion leaders will attend the second semester.

*For further information, please contact:*

Mr. Wm. Roy, Chairman  
Community Services  
Telephone (705) 566-8101

Cambrian College of Applied Arts and Technology  
1400 Barrydowne Road  
Sudbury, Ontario P3A 3V8

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## **Canadore College of Applied Arts and Technology**

**North Bay**

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### **Applied Arts**

#### *The North American Indian*

A study of the Indian from the time of arrival on this continent to the present day includes a study of the current situation of the Canadian Indian. Many Indian nations are examined so the student is made more aware of their contribution to North American culture.

### **Continuing Education**

#### *Indian Crafts*

Hide is used to make deerskin gloves, mukluks, jackets, shirts and ponchos. Beadwork, both on and off the loom, is also taught.

*For further information, please contact:*

Mr. T. Chambers  
Telephone (705) 474-7600

Canadore College of Applied Arts and Technology  
P. O. Box 5001  
North Bay, Ontario P1B 8K9

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## **Centennial College of Applied Arts and Technology**

**Toronto**

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### **Creative Arts**

#### *The Canadian Artistic Heritage*

This course provides an examination and analysis of the various facets of the Canadian artistic heritage.

### **Social Sciences and Humanities**

#### *Canadian Mosaic*

This course introduces students to the cultural variety around them. It surveys the Native and most of the ethnic groups in Canada, with concentration on at least three groups centred in Metropolitan Toronto.

#### *Introduction to Cultural Anthropology*

Some less complex cultures are studied emphasizing the universal elements of culture found among them. In addition the different styles developed by these cultures in adjusting to elements common to all societies are examined.

Special emphasis on North American Indians and Eskimos is given in order to compare and contrast their views of reality.

*For further information, please contact:*

Secondary School Liaison Office  
Telephone (416) 694-3241

Centennial College of Applied Arts and Technology  
651 Warden Avenue  
Scarborough, Ontario M1L 3Z6

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## **Confederation College of Applied Arts and Technology**

**Thunder Bay**

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### **Continuing Education**

#### *Conversational Language*

The use of tapes in the Cree and Ojibway tongues is augmented by a Native instructor.

#### *Friendship Staff Training*

Counsellors are trained for work in Friendship centres in Ontario. A complete program is offered covering all aspects of the centres' activities.

#### *Handicraft Operations*

The operations of a native handicraft outlet are studied including management, materials, quality control and shipping. The development of native crafts is also examined.

#### *Native Alcohol Training*

Seminars on the effects of alcohol on the Native population include intensive group activity on a reserve.

#### *Cultural Awareness*

This special program, developed under the Pickle Lake Training Improvement Project (Federal Project No. 7515), is designed for supervisors of Native employees to promote understanding of the life style, values, etc. of the work force.



### **Supervision Skills**

Supervisors working with Native employees require exposure to the various employment techniques and methods used successfully in Canada. This program, developed under the Pickle Lake Training Improvement Project (Federal Project No. 7515), involves the identification of the effects of relocation, etc. on the Native work force.

### **Social Services Certificate**

#### *Native Indian Studies, Social Services Program*

Social services courses, related to the Native Indian concerns in community development, are offered in the Certificate Program.

Programs in this area include:

Community Development and Community Organization

Group Home Management Practices

Native Alcoholism Awareness Course

Cultural Anthropology

Anyone interested in this program should contact Confederation College for information on the requirements for a Certificate Program.

### **Manpower Programs**

Confederation College, under Canada Manpower Program sponsorship (1976/77), will be offering programs in the following Indian villages: Aroland, Couchiching, Ferland, Fort Hope, Grassy Narrows, Gull River, Heron Bay, Kingfisher, Lake Helen, Long Lake #58, Long Lake #77, Manitou, Mobert, Morson, Northwest Angle, Osnaburgh, Pikangikum, Sabaskong Bay, Seine River, Weagamow Lake, Webique, Whitedog.

Courses will include: Academic upgrading, Band management, Building trades helper, Community improver, Construction trades helper, Fur harvest, Life skills, Orientation to industrial employment, Paraprofessional instructor, Small motor repairs and maintenance.

*For further information, please contact:*

Mr. C. Ralph Scharf, Dean  
Continuing Education Division  
Telephone (807) 577-5751 ext. 115

Confederation College of Applied Arts and Technology  
P.O. Box 398  
Thunder Bay, Ontario P7C 4W1

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## **Durham College of Applied Arts and Technology**

### **Oshawa**

#### **Applied Arts**

##### *Canadiana*

More than 20 class hours are spent on the subject of Native peoples, including studies of their present situation and contemporary problems. This is a compulsory course in second year applied arts and an option for first and second year business secretarial students.

*For further information, please contact:*

Mr. H. A. Kirkconnell  
Telephone (416) 576-0210

Durham College of Applied Arts and Technology  
Simcoe Street North  
P. O. Box 385  
Oshawa, Ontario L1H 7L7

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## **Fanshawe College of Applied Arts and Technology**

### **London**

#### **Social Sciences and Humanities**

##### *Canadian Studies*

Courses in CANS 100-200 offer differing emphases ranging from native culture to native art, as well as studies based on the Six Nations.

*For further information, please contact:*

Mr. M. W. Black  
Convenor, Canadian Studies  
Telephone (519) 451-7270 ext. 331

Fanshawe College of Applied Arts and Technology  
P.O. Box 4005  
London, Ontario N5V 1W2

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## **Georgian College of Applied Arts and Technology**

### **Barrie**

#### **Retraining, Industrial Training and Apprenticeship**

Over the past year, the College has offered a number of courses to Native people through Canada Manpower programs.

Christian Island: Academic upgrading, levels I and II

Gibson Reserve: Welder fitter

Parry Island: Native artifacts — design and manufacture  
Well driller

These may be offered again in the coming academic year.

*For further information, please contact:*

Mr. Donald R. McKillican  
Telephone (705) 728-1951

Georgian College of Applied Arts and Technology  
401 Duckworth Street  
Barrie, Ontario L4M 3X9



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## Humber College of Applied Arts and Technology

Rexdale

### Social Sciences and Humanities

#### *Canadian Native Peoples*

This course, while providing some ethno-historical background, will primarily focus on the contemporary position of Canada's Inuit and Indian peoples, their relationship with Canadian society, the emergence of Pan-Indian movements and recent attempts to utilize the Canadian judicial system for redress of both historical and contemporary grievances.

#### *Introduction to Anthropology*

Anthropology, the study of man, attempts to explain the many ways man has tried to cope with life. Societies in Japan, Australia, the Caribbean and Africa, as well as Indians and Eskimos in North America, are studied to compare and contrast their views of reality. Modern and primitive man are studied in an attempt to understand the impact of and the relationship between certain aspects of life, including the family, politics, religion, economics, sub-cultures, poverty, art, education, etc.

#### *Magic, Witchcraft and Religion*

These studies delve into the world of the supernatural. Witchcraft and magic are examined as aspects of the religious experience of Christianity and other major world faiths.

The course will investigate magico-religious systems from various parts of the world including voodoo, black magic, cargo cults and others.

#### *Racial, Ethnic and Minority Groups*

This course will deal, on a practical basis, with the study of select groups designated as minorities in Canada: their relationship with the majority, their reactions, and attempts or refusals to assimilate.

Since this course is designed primarily for those involved in police work, emphasis will be placed on minority views of authority and the difficulties minorities encounter in adapting to a new socio-legal structure.

Representative members of each of the groups to be studied will be invited to participate in the course as guest lecturers.

*For further information, please contact:*

Mr. Earl Reidy  
Telephone (416) 676-1200

Humber College of Applied Arts and Technology  
P.O. Box 1900  
Rexdale, Ontario M9W 5L7

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## Lambton College of Applied Arts and Technology

Sarnia

### Retraining and Industrial Training

#### *Academic Upgrading, Levels III and IV #9617*

Instruction is given in mathematics, English, physics and chemistry, with a two-fold aim:

- 1) Graduation at level III (equivalent to grade 11) for entrance into trade or commercial programs.
- 2) Graduation at level IV (equivalent to grade 12) for entrance into community college programs.

Locations: Kettle Point Reserve  
Walpole Island

*For further information, please contact:*

Mr. Derek Washington  
Telephone (519) 542-7751 ext. 279

Lambton College of Applied Arts and Technology  
P.O. Box 969  
Sarnia, Ontario N7T 7K4

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## Mohawk College of Applied Arts and Technology

Hamilton

### Humanities and Social Sciences

#### *Arctic (The): Life, Legend and Literature*

The primary objective of this course is to render an honest interpretation of the Northland using selected texts which are necessarily factual, scholarly and/or autobiographical in nature. Time permitting, some reference will be made to Eskimo art and selected films will be introduced.

#### *Cowboys and Indians*

This course is designed to explore the early years of the American West by means of literature, music and art. Myths and legends about the West will be examined and an attempt will be made to separate fact from fiction. Course material will include Western novels to be read for pleasure, and biographical and autobiographical books which will document the history and day-to-day existence of the period.

#### *Cultural Anthropology*

This course will examine different life styles of various groups of people and their beliefs about the world and themselves. Canadian examples (including the Eskimos, Hutterites, Iroquois, B.C. Indians) will be studied along with the cultures of other countries. The emphasis will be on discovering common elements among people of all cultures while at the same time developing an appreciation for variety.

#### *Native Peoples of Canada*

This course will introduce students to Canadian Eskimo groups and Indian peoples from the Atlantic to the Pacific. A combination of anthropological, historical and literary approaches will be employed and the topics discussed will emphasize the pre-European settlement era. Some current affairs may be dealt with as special projects. Emphasis will be placed on student initiative and independent study.

#### *Primitive Magic and Religion*

This course will emphasize the similarities and differences in different societies' conceptions of the world and man's place in it. Studies will be made of man's attempts throughout history to understand and control his individual and group destiny. Topics will include primitive myth, ritual, magic and witchcraft using case studies from various groups around the world.

*For further information, please contact:*

Mr. R. Slavik  
Telephone (416) 389-4461

Mohawk College of Applied Arts and Technology  
135 Fennell Avenue West  
Hamilton, Ontario L8N 3T2



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## Northern College of Applied Arts and Technology

### South Porcupine

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#### Applied Arts (Porcupine Campus)

##### *Native Studies*

Guest lectures are arranged with representatives of Grand Council Treaty No. 9.

#### Retraining and Apprenticeship Division

The Retraining Division has been delivering to the people of the villages of Winisk, Attawapiskat, Kashechewan and Fort Albany, training programs geared to coastal needs in general and specific conditions in each community.

General ideas of study/training are covered and local life styles and values are taken into consideration in designing the curriculum, the support material, assignments and projects.

The following list includes courses that the College has provided in each village and at the Porcupine Campus of Northern College.

<i>Description of Course</i>	<i>Course Number</i>
Band management	1179206-00
Basic training for skill development (levels I, II)	9601000-00 9617000-00
Construction labourers (basic, advanced)	8781110-03
Construction trades helper (phase I)	8799278-00
Elementary carpentry	8781110-01
English as a second language	9611000-02
Forestry filers	8319-156
Marine and snow vehicle maintenance	8592000-01
Nursing assistant	3134-110
Paraprofessional instructor	8799-122-00
Silk screening	9519-158
Welder operator	8335126-01

*For further information, please contact:*

Mr. Paul Mongraw  
Telephone (705) 235-3211

Northern College of Applied Arts and Technology  
P.O. Box 2002, Highway 101  
South Porcupine, Ontario P0N 1H0

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## Seneca College of Applied Arts and Technology

### Willowdale (Toronto)

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#### Liberal Studies

##### *Dispossessed Canadians*

The dispossessed in Canada might be the Indian, the Métis, the Eskimo, the poor white without any skills to market or the immigrant who has come here to work. An interdisciplinary approach is used to examine the problems of dispossession and advance some possible solutions. (One semester)

##### *The Future of the Canadian North*

The validity of Canada's claim to international sovereignty over the Arctic will be studied by examining those variables of history, geography, international law, demography, resources, urbanization and politics which enhance or diminish the claim. Part of the study will concentrate on the consequences and future prospects for the North in light of such a claim. (One semester)

##### *The Native Peoples*

This course is designed to create a better understanding of the history and contributions of indigenous peoples to society and to allow a constructive analysis of the contemporary issues in native and non-native relationships in Canada. Included will be a detailed examination of the history, culture and social organization of various Canadian Native groups.

##### *Social Control and Dissent in Canada*

Any social order involves an element of social control and may therefore encounter resistance and dissent. How social control is effected within Canada by the educational system, sex stereotyping and ethnic stratification is examined as are the ways in which pressure to conform may affect Canadians.

*For further information, please contact:*

Mr. Farid Ohan, Dean  
Telephone (416) 491-5050

Seneca College of Applied Arts and Technology  
1750 Finch Avenue East  
Willowdale, Ontario M2N 5T7

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## Sheridan College of Applied Arts and Technology

### Oakville

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#### Liberal and General Studies Division

##### *Canadian Studies*

##### *Cultural Anthropology*

##### *Native Peoples of Canada*

#### School of Design

##### *Art History*

This survey course of New and Old World cultures includes a section on Native peoples and their contributions to art.



**Retraining Division**

*Academic Upgrading Levels I to IV*

*English as a Second Language*

*For further information, please contact:*

Registrar

Telephone (416) 362-5861

845-9430

632-7081

Sheridan College of Applied Arts and Technology

1430 Trafalgar Road

Oakville, Ontario L6H 2L1

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**Sir Sandford Fleming College of  
Applied Arts and  
Technology**

**Peterborough**

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**Retraining Division**

*Reading Labs and Communications*

Academic and study skill courses will be provided in cooperation with Trent University for entry into the Native Studies Diploma program.

*For further information, please contact:*

Mr. Leo Freiburger

Telephone (705) 743-5620

Sir Sandford Fleming College of Applied Arts and Technology

Brealey Drive

Peterborough, Ontario K9J 7B1



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## General Information on Ontario Universities

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University education offers students the chance to investigate human thought in all fields of learning. The main goal of a university education is not a ready-made job; its function is to provide a place where students learn to use their abilities and to acquire self-discipline, judgement and the capacity to think independently and to carry on the tradition of learning.

### University Admission Requirements

In general, universities require an average of 60% or better in the subjects counted toward the Ontario Secondary School Honour Graduation Diploma (year 5). Some universities may individually consider applications from students with averages below 60%. Students should be aware that possession of the minimum admission requirements does not guarantee admission, and that for certain programs with limited enrolment, a higher average may be required.

### Mature or Non-matriculant Students

Admission requirements for students who have not completed year 5 (grade 13) vary, depending on which institution the student plans to attend. Most universities impose an age minimum of either 21 or 23 years. Some prescribe pre-university course work or special admission tests while others require students to have been away from formal education for a period of time. Applicants who are interested in full-time study and are planning to apply as mature students should do so early in the year.

### Course Prerequisites

Specific year 5 subject requirements vary according to the university and area of study selected. Students are advised to check with their guidance counsellors concerning subject requirements for admission.

### Early Acceptance

Early acceptance to university may be offered to students before the end of the school year on the basis of interim year 5 marks, year 3 and year 4 marks, and the principal's recommendation, on condition that they maintain their standing and complete their year successfully.

## Application Procedure to Enter an Ontario University

Students planning to enrol in any year at an Ontario university in 1977 should submit an application through the

Ontario Universities' Application Centre  
Box 1328

Guelph, Ontario N1H 6N8

Telephone (519) 823-1940

The application centre will receive and record applications and forward them to the universities concerned for their consideration. The fee for processing the application is \$7 and should be enclosed with the application. Applicants currently enrolled in Ontario year 5, year 4 or in night school may obtain the application form from their school. The application form should be submitted to the principal who will forward the completed form to the Ontario Universities' Application Centre.

Other applicants may obtain application forms from the individual universities and submit them directly to the application centre.

Up to three choices of universities may be indicated on the application. The centre will process the application and forward copies to each of the universities listed.

The university, when it makes an offer of admission to the applicant, will include a response document which is to be completed and returned to the centre. The applicant cannot accept more than one offer of admission. The centre will process the response and notify the one university of acceptance and the other universities of the refusal of their offers.

If applicants receive a refusal of admission from the university of their choice, they may add a new university and have their application reviewed by this university.

For further information, contact the Ontario Universities' Application Centre at the above address.

### Native Studies Programs

Courses relating to native studies are offered at a number of Ontario universities. Laurentian University and Trent University have specific Native Studies Departments. In other universities, courses relating to native studies are offered through several departments, including anthropology, education, geography, history, philosophy, religious studies and sociology.



## Further Inquiries

For further information please consult the calendars of the individual institutions or contact the registrar's office. More detailed information on individual courses offered in native studies may be obtained by contacting the resource person named for each institution. The reference section at the end of this publication contains information on other selected material. Inquiries may also be addressed to the

Information Resources Branch  
Ministry of Colleges and Universities  
Mowat Block, Queen's Park  
Toronto, Ontario M7A 1B9  
Telephone (416) 965-6134



## Courses Available at Ontario Universities

Area of Study	University	Course
Anthropology	Lakehead	Boreal Archaeology
		Canadian Indian Ethno-History
		Culture Change
		Ethnographic Research I and II
		North American Indian
		North American Prehistory
		Peoples of Canada
		The Canadian Indian
		The Canadian Indian Today
		Urban Anthropology
	Laurentian	Ethnology of North American Native Peoples
		Etudes ethnologiques des populations amérindiennes
		La religion des Amérindiens du Canada
		The Canadian Indian in Historical Perspective
		Canadian Native People
		North American Native People: Tradition and Culture
		Contemporary Native Issues
		Education, Identity and Native Culture
		Selected Themes
		Nature and Man: An Indian View
	McMaster	Ethnohistory of the Canadian Indian
		Ethnology: The Canadian North
		Peoples of North America
		The Canadian Indian Today
	Toronto	Canadian Indian and Inuit Change
		Early Man in North America
		Early Man in North America II
		Introduction to the Study of Native Languages of Canada
		North American Indian in Transition
		Problems in Ethnohistory: Eastern North America
		Indians of North America
		Approaches to the Study of Canadian Indian Societies
		The Cultures of Modern Canada
		Cultures of North America
		Native Peoples of Canada
	Waterloo	Band and Tribal Societies
		Canadian Indian-White Relations, Years 1830-1950
		Contemporary Canadian Indian Scene
		Eskimo Cultures
		Indians of the Canadian Sub-Arctic
		New World Civilizations
		North American Indians
		Survey of Great Lakes Archaeology — Paleo-Indian and Archaic
	Western	Contemporary Natives of Canada
		Field Methods in Archaeology
		Introduction to Anthropology
		Native Peoples of Canada
		Prehistoric Economies
		Prehistoric Societies
	York	Indians of Canada
		Indians of North America
		Race and Ethnic Relations
		Social Anthropology of the Inuit
		Law and Justice in Comparative Perspective
		Anthropology and Dance



<b>Art History</b>	Carleton	Eskimo Art Studies
<b>Arts—Language</b>	Laurentian	An Introduction to Ojibwa Advanced Ojibwa An Introduction to Cree Advanced Cree
	Ottawa	Cree Language Elementary Eskimo Eskimo Linguistics Intermediate Eskimo Langue criée Cours élémentaire de langue esquimaude Linguistique esquimaude Cours intermédiaire de langue esquimaude
<b>Canadian Studies</b>	Toronto	An Introduction to Canadian Studies Selected Topics in Canadian Culture
	Trent	Canada: The Development of Community and Identity Public Policy and the Canadian Environment Contemporary Canadian Problems Canada: The North
<b>Economics</b>	Toronto	Economic Development of the Canadian North Economics of Poverty
	Trent	Development Economics
<b>English</b>	Western	Canadian Literature and Culture
	York	Canadian Folklore
<b>Fine Arts</b>	Guelph	Canadian Art
	Waterloo	Canadian Native Art
	Windsor	Canadian Art The Development of American Art
<b>Geography</b>	Toronto	Current Canadian Problems in Their Historical Setting Arctic Environment and Resources Historical Geography of Northeastern North America
	Windsor	Advanced Cultural Geography Political Geography Population Geography Problems in Cultural Geography Problems in the Geography of North America The Canadian Arctic The Geography of Canadian Resources
	York	The Cultural-Historical Geography of Canadian Indians
<b>History</b>	Laurentian	L'histoire des Indiens dans le contexte canadien
	Toronto	Ethnicity in American History Metropolis and Frontier in Canada, Before 1920 The Iroquois History of Canada Old Huronia The History of Western Canada The Prairie Provinces 1850-1950
	Waterloo	European Expansion from 15th to 20th Centuries History of North American Indians Indigenous Minorities Racial and Regional Minorities in North America Emergence of the Third World
	Western	The Duel for Empire: Anglo-French Colonial Rivalry, 1688-1904 British Empire Canada: From Confederation to the Present Canada: From the Beginning of the French Regime to Confederation



		Canada: From the Beginning of the French Regime to 1957 Canadian Social History Ethnic Groups and the Problems of Racism in Canadian Development European-Amerindian Relations in Canada New France Post-Confederation Canada, 1857-1972 Selected Problems in Canadian Social History The Development of Western Canada The Opening of the Canadian North
	Wilfrid Laurier	History of the Canadian Indians
	Windsor	British North America 1783-1896 History of Canada History of French Canada 1760 to Present Profiles of Canada
<b>Humanities</b>	York	Struggles for Cultural Identity The Oral Tradition Man and Nature: The Circum-Pacific View Man and Society: The Circum-Pacific View
<b>Law</b>	Carleton	Civil Liberties and Human Rights A Study of the Legal Situation of Native Peoples in Canada
	Trent	Law and the Canadian Indian
	Windsor	Civil Liberties Law and Poverty
<b>Liberal Studies</b>	Ontario College of Art	Canadian Art History Art of the Native People of Canada
<b>Music</b>	Western	Native Canadian Music
	York	Music in Canadian Culture
<b>Native Studies</b>	Trent	Introduction to the Contemporary Situation of Native Peoples in Canada Politics and the Native Peoples Native Societies in Canada The Algonkian Identity Social Services and the Native People History of the Métis and Non-status Peoples of Canada Oral Mohawk Oral Ojibway Advanced Oral Ojibway Native Community Development Iroquois Culture and Traditions Urbanization and the Native Peoples Education and the Native Peoples Law and the Canadian Indian Art of the Americas Native Studies Methodology Native Studies Field Work Selected Topics in Native Studies North American Indian Metaphysics Native Identity Development
<b>Philosophy</b>	Laurentian	Philosophical Anthropology
	Waterloo	Social and Political Philosophy: Canadian Problems
<b>Political Science</b>	Laurentian	Les problèmes du pluralisme ethnique The Politics of Ethnic Pluralism
	Toronto	Public Policies in Canada
	Western	Canadian Political Issues
	Windsor	Issues in Canadian Politics



<b>Religion and Culture</b>	Wilfrid Laurier	Historical Field Archaeology
<b>Religious Studies</b>	Toronto	Ancient Myth and Ritual
<b>Social Sciences</b>	Ottawa	Groupes minoritaires Les Indiens d'Amérique The American Indian Minority Groups
	York (Glendon College)	Inuit and Indian Communities of Canada
<b>Sociology</b>	Laurentian	Les groupes minoritaires dans le monde moderne Minority Groups in the Modern World
	McMaster	Race and Ethnic Relations
	Toronto	The Canadian Mosaic Canadian Communities Ethnic and Race Relations
	Trent	Family and Kinship
	Waterloo	Introduction to Sociology
	Western	Introduction to Sociology Minority Groups
	Windsor	Analysis of Canadian Society Canadian Social System Indians and Eskimos of Canada Intergroup Relations Theories of Intergroup Relations
	York (Atkinson College)	Indians, Métis and Eskimos in Canada
<b>Sociology and Anthropology</b>	Carleton	Hunting and Gathering Societies The Prehistory of New World Indians and Eskimos The Ethnography of New World Indians and Eskimos Selected Problems in the Study of New World Indians and Eskimos
	Guelph	Canadian Native Peoples
	Wilfrid Laurier	Native Peoples of North America
	Windsor	Advanced Topics in Cultural Anthropology Advanced Topics in Social Anthropology Analysis of Canadian Society Canadian Social System Culture Contact and Culture Change Culture and Personality Indians and Eskimos of Canada Intergroup Relations Primitive Art Theories of Intergroup Relations
	York	Race and Ethnic Relations in Western Society
<b>Visual Arts</b>	Western	Canadian Art

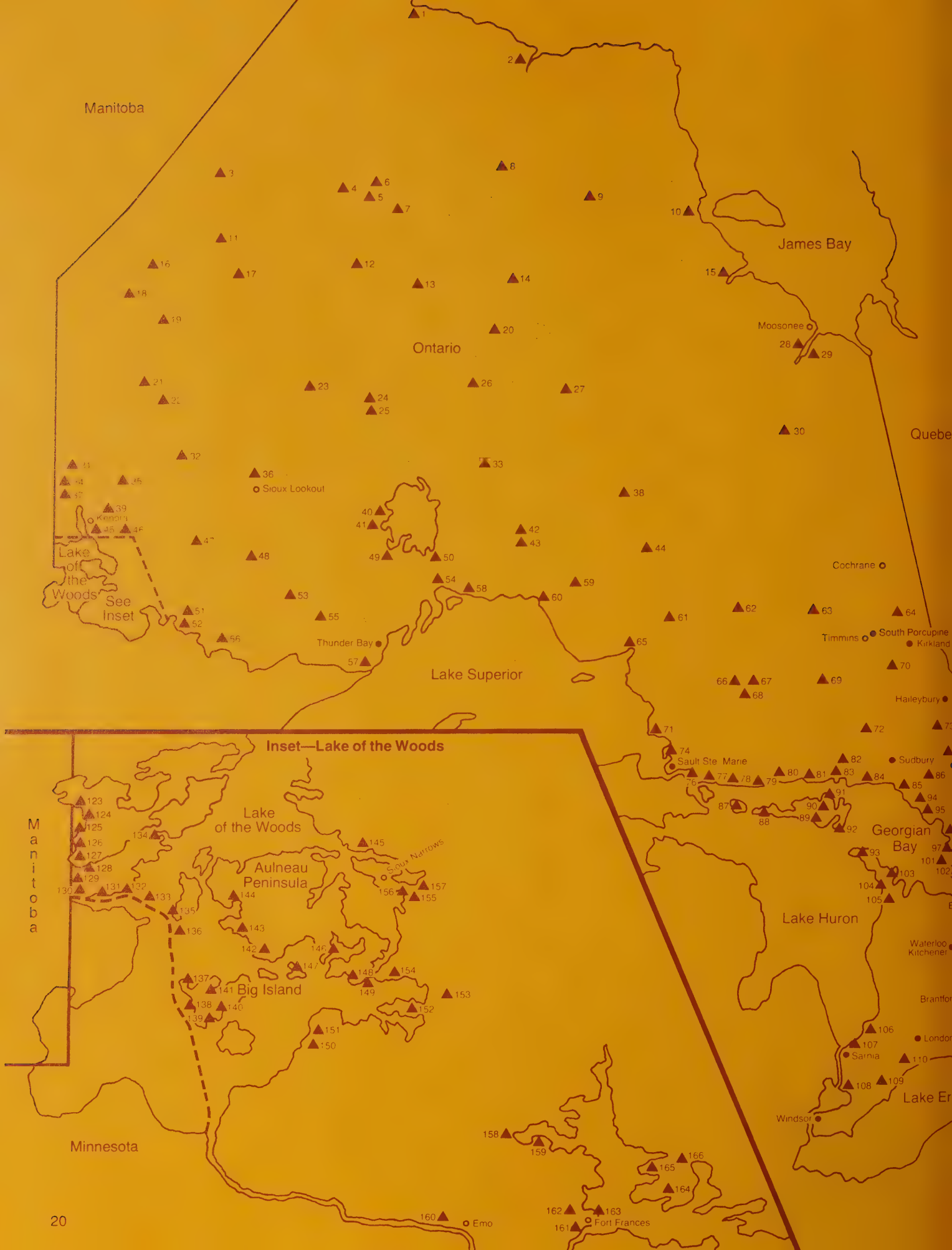


## **Map of Indian Reserves in Ontario**

**Indian Reserves**

**Locations of Universities  
and Colleges of Applied Arts and Technology**

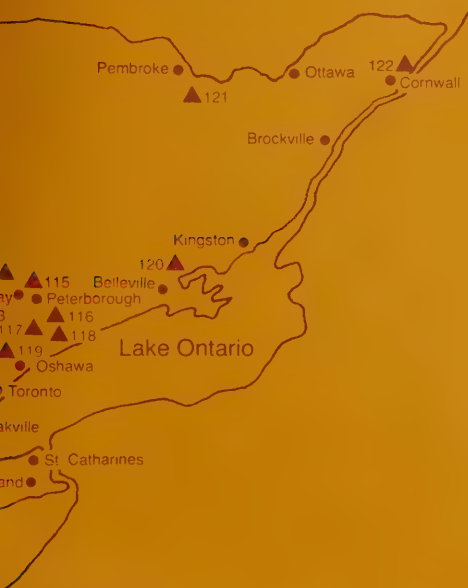






## Indian Reserves

1. Fort Severn (Ind. Sett.)
2. Winisk (Ind. Sett.)
3. Sachigo Lake No. 1, 2 & 3
4. Bearskin Lake
5. Big Trout Lake
6. Angling Lake No. 1 & 2
7. Kasabonika Lake
8. Winisk No. 90
9. Attawapiskat No. 91
10. Attawapiskat No. 91A
11. Muskrat Dam
12. Kingfisher No. 1, 2 & 3
13. Wunnumin No. 1 & 2
14. Webique (Ind. Sett.)
15. Fort Albany No. 67
16. Sandy Lake No. 88
17. Weagamow Lake No. 87
18. Deer Lake (Ind. Sett.)
19. North Spirit Lake (Ind. Sett.)
20. Lansdowne House (Ind. Sett.)
21. Poplar Hill (Ind. Sett.)
22. Pikangikum No. 14
23. Cat Lake No. 63C
24. Osnaburg No. 63B
25. Osnaburg No. 63A
26. Fort Hope No. 64
27. Marten Falls No. 65
28. Factory Island No. 1
29. Moose Factory No. 68
30. New Post No. 69
31. One Man Lake No. 29
32. Wabauskang No. 21
33. Aroland No. 83
34. Islington No. 29
35. English River No. 21
36. Lac Seul No. 28
37. Swan Lake No. 29
38. English River No. 66
39. The Dalles No. 38C
40. Jackfish No. 57



### Legend

▲ Indian Reserves

● Location of colleges and universities

○ Other major centres

41. Gull River No. 55
42. Long Lake No. 58
43. Long Lake No. 77
44. Constance Lake No. 92
45. Rat Portage No. 38A
46. Kenora No. 38B
47. Eagle Lake No. 27
48. Wagigoon Lake No. 27
49. McIntyre Bay No. 54
50. Rocky Bay No. 1
51. Sturgeon Falls No. 23
51. Seine River No. 23A
52. Seine River No. 23B
53. Seine River No. 22A2
54. Red Rock No. 53
54. Lake Helen No. 53A
55. Lac des Milles Lacs No. 22A1
56. Neguaguon No. 25D
57. Fort William No. 52
58. Pays Plat No. 51
59. Mobert No. 82
60. Pic River No. 50
61. Missanabie No. 62
62. Kapuskasing No. 83
63. Flying Post No. 69
64. Abitibi No. 70
65. Gros Cap No. 49
65. Gros Cap Indian Village No. 49A
66. Chapleau No. 61, 61A, 74, 74A, 75
67. Duck Lake No. 76B
68. Mountbatten No. 76A
69. Mattagami No. 71
70. Matachewan No. 72
71. Obadjiwan No. 15E
72. Wahnapeitei Res. No. 11
73. Bear Island No. 1
74. Goulais Bay No. 15A
75. Nipissing No. 10
76. Rankin Location No. 15D
77. Garden River No. 14
78. Thessalon No. 12
79. Mississauga River No. 8
80. Serpent River No. 7
81. Spanish River No. 5
82. Whitefish Lake No. 6
83. Whitefish River No. 4
84. Point Grondine No. 3
85. French River No. 13
86. Dokis No. 9
87. Cockburn Island No. 19
88. Cockburn Island No. 19A
88. Sheshaegwaning No. 20
89. West Bay No. 22
90. Sheguiandah No. 24
91. Sucker Creek No. 23
92. Wikwemikong No. 26
93. Cape Croker Hunting Ground No. 60B
93. Saugeen Hunting Ground No. 60A
94. Henvey Inlet No. 2
95. Magnetawan No. 1
96. Naiscoutaing No. 17A
97. Shawanaga No. 17
97. Shawanaga No. 17B
98. Parry Island No. 16
99. Moose Point No. 79
100. Gibson No. 31
101. Christian Island No. 30
102. Christian Island No. 30A
103. Cape Croker No. 27
104. Chiefs Point No. 28
105. Saugeen No. 29
106. Kettle Point No. 44

107. Sarnia No. 45
108. Walpole Island No. 46
109. Moravian No. 47
110. Muncey No. 1
110. Caradoc No. 42
110. Oneida No. 41
111. Glebe Farm No. 40B
111. Six Nations No. 40
111. New Credit No. 40A
112. Georgina Islands No. 43
113. Rama No. 32
114. Islands in Trent Waters No. 36A
115. Curve Lake No. 35
115. Curve Lake No. 35A
116. Sugar Island No. 37A
117. Hiawatha No. 36
118. Alderville No. 37
119. Scugog No. 34
120. Tyendinaga No. 38
121. Golden Lake No. 39
122. St. Regis Akwesasne No. 59
123. Shoal Lake No. 39A
124. Shoal Lake No. 34B2
125. Shoal Lake No. 40
126. Shoal Lake No. 39
127. Shoal Lake No. 37A
128. Shoal Lake No. 34B1
129. Shoal Lake No. 31J
130. Northwest Angle No. 34C & 37B
131. Northwest Angle No. 33B
132. Lake of the Woods No. 31G
133. Lake of the Woods No. 37
134. Lake of the Woods No. 31B
135. Lake of the Woods No. 31C
136. Lake of the Woods No. 37B
137. Big Island No. 37
138. Lake of the Woods No. 31H
139. Big Island No. 31D
140. Big Island No. 31E
141. Big Island No. 31F
142. Naongashing No. 31A & 35A
143. Lake of the Woods No. 34
144. Agency No. 30
145. Yellow Girl Bay No. 32B
146. Obabikong No. 35B
147. Lake of the Woods No. 35J
148. Sabaskong Bay No. 35H
149. Sabaskong Bay No. 32C
150. Big Island Mainland No. 93
151. Big Grassy River No. 35G
152. Sabaskong Bay No. 35F
153. Sabaskong Bay No. 35D
154. Sabaskong Bay No. 35C
155. Whitefish Bay No. 33A
156. Whitefish Bay No. 34A
157. Whitefish Bay No. 32A
158. Rainy Lake No. 17B
159. Rainy Lake No. 17A
160. Manitou Rapids No. 11
161. Agency No. 1
162. Couchiching No. 16A
163. Rainy Lake No. 18C
164. Rainy Lake No. 26A
165. Rainy Lake No. 26B
166. Rainy Lake No. 26C



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## Colleges of Applied Arts and Technology

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### **Barrie**

Georgian College of Applied Arts and Technology

### **Belleville**

Loyalist College of Applied Arts and Technology

### **Oakville**

Sheridan College of Applied Arts and Technology

### **Hamilton**

Mohawk College of Applied Arts and Technology

### **Kingston/Brockville/Cornwall**

St. Lawrence College of Applied Arts and Technology

### **Kitchener**

Conestoga College of Applied Arts and Technology

### **London**

Fanshawe College of Applied Arts and Technology

### **Metropolitan Toronto**

Centennial College of Applied Arts and Technology  
George Brown College of Applied Arts and Technology  
Humber College of Applied Arts and Technology  
Seneca College of Applied Arts and Technology

### **North Bay**

Canadore College of Applied Arts and Technology

### **Oshawa**

Durham College of Applied Arts and Technology

### **Ottawa/Pembroke**

Algonquin College of Applied Arts and Technology

### **Peterborough/Lindsay**

Sir Sandford Fleming College of Applied Arts and Technology

### **Sarnia**

Lambton College of Applied Arts and Technology

### **Sault Ste. Marie**

Sault College of Applied Arts and Technology

### **South Porcupine/Haileybury/Kirkland Lake**

Northern College of Applied Arts and Technology

### **Sudbury**

Cambrian College of Applied Arts and Technology

### **Thunder Bay**

Confederation College of Applied Arts and Technology

### **Welland**

Niagara College of Applied Arts and Technology

### **Windsor**

St. Clair College of Applied Arts and Technology

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## Universities and Other Institutions

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### **Guelph**

University of Guelph

### **Hamilton**

McMaster University

### **Kingston**

Queen's University  
Royal Military College of Canada

### **London**

The University of Western Ontario

### **Metropolitan Toronto**

Ontario College of Art  
Ryerson Polytechnical Institute  
University of Toronto  
York University

### **Ottawa**

Carleton University  
University of Ottawa

### **Peterborough**

Trent University

### **St. Catharines**

Brock University

### **Sudbury**

Laurentian University

### **Thunder Bay**

Lakehead University

### **Waterloo**

University of Waterloo  
Wilfrid Laurier University

### **Windsor**

University of Windsor

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## Carleton University

Ottawa

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### Art History

#### *Eskimo Art Studies*

This course will examine the prehistoric, historic and contemporary art forms, materials and attitudes of Eskimos in relation to other non-Western cultures through bibliographic and methodological studies.

### Law

#### *Civil Liberties and Human Rights*

This course examines legal conflicts which raise issues affecting basic freedoms of individuals or groups in Canadian society. The recurrent theme is finding the appropriate balance between the rights of the individual and the rights of society as a whole.

#### *A Study of the Legal Situation of Native Peoples in Canada*

The seminar will deal with the treaty and aboriginal claims of Canada's Native population, the modern legal and political debate about special status for Indian people and the legal implications of the reserve system. The special impact of general Canadian law (such as criminal law and family law) on native communities will be considered. Comparative references to native policy in the United States, Australia and New Zealand will supplement the Canadian material.

### Sociology and Anthropology

#### *Anthropology — Hunting and Gathering Societies*

The evolutionary and ecological significance of the hunting-gathering mode of adaptation is illustrated by material from the two selected areas.

#### *Anthropology — The Ethnography of New World Indians and Eskimos*

An examination of traditional New World Indian and Eskimo societies will focus upon their varying social and cultural adaptations. The course will include a survey of cultural and linguistic areas of North America. Consideration will be given to social, economic and political organization, as well as to the role of religion, mythology and art. Particular attention will be paid to the Native peoples of Canada.

#### *Anthropology — The Prehistory of New World Indians and Eskimos*

The prehistory of the New World is examined with particular emphasis upon North America. Topics to be covered include the peopling of the New World, the origins of agriculture and civilization in this area and the regional culture histories of Indian and Eskimo societies. Special attention will be given to the prehistoric roots of contemporary Indian and Eskimo societies.

#### *Anthropology — Selected Problems in the Study of New World Indians and Eskimos*

An in-depth examination of several Indian and Eskimo societies is carried on, attention being given to both change and persistence in social and cultural patterns within the historical period, as well as to the contemporary conditions under which Indians and Eskimos live. Emphasis will be placed on the Native peoples of Canada and other areas of the Americas.

*For further information, please contact:*

Mrs. Jan Morgan  
Telephone (613) 231-4383

Carleton University  
Colonel By Drive  
Ottawa, Ontario K1S 5B6

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## University of Guelph

Guelph

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### Fine Art

#### *Canadian Art*

This course examines the historical evolution of Canadian architecture, sculpture and painting. The ancient development of sculpture by the Eskimo and the artistic expression created by the many Canadian Indian tribes are studied in relation to the influence of New World settlers.

### Sociology and Anthropology

#### *Canadian Native Peoples*

This course will survey several culture areas of Canada. Attention will be directed toward examining economic relationships which developed between the Canadian Indian, Eskimo and European peoples, the destruction of resource bases such as the buffalo and the difficulty of changing from a relatively primitive society to a sophisticated technological one. The Indian Act will also be briefly examined.

The last part of the course will deal with some of the current protests of native groups: either violent or assertive in nature or as a question of constitutional rights.

*For further information, please contact:*

Mr. W. R. Heath  
Associate Registrar  
Telephone (519) 824-4120

University of Guelph  
Guelph, Ontario N1G 2W1

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## Lakehead University

Thunder Bay

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### Anthropology

#### *Boreal Archaeology*

Archaeology and culture are used in the study of the New World cultures of the boreal forest area which did not develop early civilizations until the period of European contact.

#### *Canadian Indian Ethno-History*

The Canadian Indian is studied with a focus on cultural change noted during the fur trade and the development of the West. The structure of treaties and the organization of reserves are considered with a modern emphasis.

#### *Culture Change*

Culture is studied as an ordered system of belief and practice within a process of continual change and modification. Various theories will be critically examined including those associated with diffusion, evolution and functionalism.

#### *Ethnographic Research I*

Experience is gained while dealing with Ojibway field materials recently collected in Northern Ontario or in collecting new ethnographic materials in Northern Ontario. Emphasis is placed on problems of collection, storage and retrieval systems.

#### *Ethnographic Research II*

Continuing research in Northern Ontario Indian communities is at the stage of data processing and analysis. Students participate in this research and retrieve selected areas of data for collaborative analysis with the instructor and other researchers.



### *North American Indian*

This course will survey the socio-cultural life-styles of aboriginal peoples south of the northern continental climate zone. Emphasis is placed on ecological adaptations.

### *North American Prehistory*

Study of archaeology is used to reconstruct extinct, non-literate societies with particular reference to the prehistoric development of culture in North America.

### *Peoples of Canada*

An anthropological analysis is made of Canadian subcultures in the modern Canadian setting emphasizing ethnic identity, cultural boundaries and specialized adaptation.

### *The Canadian Indian*

This course deals with the material culture of prehistoric Canadian Indians, their "racial" affinities, biological variability, socio-cultural life-styles and ecological adaptations.

### *The Canadian Indian Today*

The viewpoint of the Indian as well as that of the anthropologist are considered in the study of the contemporary issues and problems facing the Canadian Indian.

### *Urban Anthropology*

Urban society and the characteristic cultural forms of urban social organization are contrasted with those of simpler societies.

### **Native Studies Summer School Program**

The Native Studies Program consists of four half-courses at the third year level offered as a summer school module. The first program was completed during the 1976 summer session. Each of the courses, offered through the Department of Anthropology, is designed to acquaint students with selected aspects of Indian, Métis and Eskimo cultures. The four courses in the Native Studies Program will focus on:

1. the period immediately preceding Indian-European contact ;
2. the period of early treaty with emphasis being placed on an understanding of treaty obligations and special legal status as guaranteed in The Indian Act (Canada);
3. the modern period including topics such as art, literature, language and other culture-specific forms of native expression;
4. the modern period with attention being directed toward problems including alcoholism, medical care, economic development, etc.

### **Off-campus Courses**

The courses offered in each centre are limited and are subject to cancellation due to insufficient enrolment.

Centres: Atikokan, Beardmore, Dryden, Ear Falls, Fort Frances, Geraldton, Kenora, Longlac, Manitouwadge, Marathon, Nipigon, Rainy River, Red Lake, Sioux Lookout, Terrace Bay.

*For further information, please contact:*

Professor K. C. A. Dawson  
Telephone (807) 345-2121 ext. 568

Lakehead University  
Thunder Bay, Ontario P7B 5E1

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## **Laurentian University**

### **Sudbury**

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### **Anthropology**

#### *Ethnology of North American Native Peoples*

A description and comparative analysis is made of the social and cultural systems of the original peoples of North America.

#### *Études ethnologiques des populations amérindiennes*

Une description et une étude comparative sont faites des systèmes sociaux et culturels des premiers occupants de l'Amérique du Nord.

#### *La religion des Amérindiens du Canada*

Le cours examine la vision de l'homme et la vision du monde telles que reflétées à travers les manifestations spécifiquement religieuses des Amérindiens du Canada. On étudie en particulier la signification et l'importance des rites d'initiation, de la vocation du Chaman (Medicine Man), de l'animisme comme relation sociale avec le cosmos. En plus des constantes valables pour les Indiens en général, on étudie les formes particulières d'expressions de valeur propres aux principaux groupes culturels: les peuplades du Potlatch (Côte du Pacifique), les peuplades de la danse au soleil (Prairies), les chasseurs des forêts de l'Est et les cultivateurs du Sud-Est (les Six Nations).

#### *The Canadian Indian in Historical Perspective*

An examination is made of the Indians of Canada and their interaction first with European and later with Canadian governments and societies.

#### *L'histoire des Indiens dans le contexte canadien*

Les Indiens de l'Ontario (Ile Manitoulin, Thunder Bay, Lac Nipigon) sont étudiés selon les thèmes principaux: société, mœurs, coutumes, folklore, moyens de subsistance, religion, sorcellerie, acculturation, influence du christianisme.

#### *An Introduction to Ojibwa*

This is mainly a course in oral Ojibwa but some of the problems in writing and reading the language are introduced.

#### *Advanced Ojibwa*

The structure patterns and written forms of the language are studied employing basic grammatical and linguistic rules and concepts. The course will involve exercises in the translation and transcription of Ojibwa stories and legends.

#### *An Introduction to Cree*

In addition to the oral approach, the syllabic system of writing Cree is introduced.

#### *Advanced Cree*

The structure patterns and written forms of the language are studied employing basic grammatical and linguistic rules and concepts. The course will involve exercises in the translation and transcription of Cree stories and legends.

#### *Canadian Native People*

The course covers the advent, distribution and developing cultural and linguistic patterns of the Native people of Canada up to the time of European contact and traces the modifications and changes to these patterns which succeeding centuries have wrought until the present.

#### *Contemporary Native Issues*

The major concerns of the Native people for self determination are taken up under the headings: land, language, law, learning and liberty. Unresolved historical problems are studied as the basis of these concerns. The renaissance is considered and specific protest movements are discussed.

### *Education, Identity and Native Culture*

The course explores the cognitive and affective components that act in identity formation especially as these relate to the education of Native children. It is concerned with the relationship of emotional life to performance in the school and with conflicts arising between home and school.

### *Nature and Man: An Indian View*

Man's place and relationship in nature are explored. The philosophical background of the subject is reviewed and several strategies for approaching the relationship are examined with an emphasis upon native world view. The ecological implications of this relationship, the concept of development and an inquiry into environmental rights and priorities are aspects of the course.

### *North American Native People: Tradition and Culture*

Basic native spiritual insights and the traditions and cultural expressions developing therefrom are discussed. The contemporary revival of these and their relevance to the present day is emphasized.

### *Selected Themes*

Under the supervision of the staff and visiting authorities, the course is designed for individual and group work by senior students in special areas of interest.

## **Philosophy**

### *Philosophical Anthropology*

A philosophical analysis is made of various theories regarding the genesis of human society, of the value systems of different cultures and of problems raised by the social sciences.

## **Political Science**

### *The Politics of Ethnic Pluralism*

A study is made of the political problems arising from ethnic pluralism and of the ways of meeting them in Canada and in several other countries.

### *Les problèmes du pluralisme ethnique*

Une étude est faite des problèmes politiques créés par le pluralisme ethnique et des solutions que l'on peut leur apporter au Canada et dans plusieurs autres pays.

## **Sociology**

### *Minority Groups in the Modern World*

Relations between cultural (ethnic, religious, linguistic, etc.) and racial groups in different majority-minority situations of cooperation and conflict are studied. Relevant minority and majority reactions in behaviour, attitudes and ideologies are analyzed in diverse historical and contemporary contexts. Strategies of change such as voting and political participation, militancy and social mobilization and violence are also considered.

### *Les groupes minoritaires dans le monde moderne*

Une étude est faite des rapports entre diverses races et cultures (l'éthnie, la religion, la langue, etc.) à l'intérieur d'une société offrant la situation majorité-minorité dans ses rapports de collaboration ou de conflits. Le comportement, les attitudes et les idées de la majorité et de la minorité sont analysés dans divers contextes contemporains ou plus anciens. Les mécanismes des changements sociaux sont aussi étudiés: comportements électoraux, la participation, l'engagement, la mobilisation sociale et la violence.

## **Correspondence Courses**

The course, *North American Native People: Tradition and Culture*, is offered as a correspondence course, and a second correspondence course is planned.

## **Off-campus Courses**

The courses offered in each centre are limited and are subject to cancellation due to insufficient enrolment.

Centres: Blind River, Bracebridge, Capreol, Chapleau, Chelmsford, Elliot Lake, Espanola, Huntsville, Iron Bridge, Iroquois Falls, Kirkland Lake, Manitoulin Island, Matheson, New Liskeard, North Bay, Onaping-Levack, Parry Sound, St. Charles, Sturgeon Falls, Timmins.

Affiliated Colleges: Algoma College in Sault Ste. Marie; Nipissing College in North Bay; Hearst College in Hearst, Cochrane, Hornepayne, Iroquois Falls, Kapuskasing, Moosonee, Smooth Rock Falls.

For further information, please call:

Mr. J. Porter  
Telephone (705) 675-1151

Laurentian University  
Ramsey Lake Road  
Sudbury, Ontario P3E 2C6

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## **McMaster University**

### **Hamilton**

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## **Anthropology**

### *Peoples of North America*

Selected cultures of North America ranging from the traditional to the contemporary are studied comparatively.

### *Ethnology: The Canadian North*

A comparison of selected societies in the Canadian North is made through an ethnological survey.

### *Ethnohistory of the Canadian Indian*

The contact between the Europeans who settled in North America and the Native people is reviewed, studying technological changes, subsistence and economic alterations, socio-political disruptions, religious adaptations, demography and population movements. Primary emphasis is placed on the peoples of Eastern Canada but the course is not restricted to this area.

### *The Canadian Indian Today*

The present state of Canadian Indians is examined through a study of their education, legal position and aboriginal rights, as well as their economic situation, mobility, urbanization and the persistence of native culture. The primary emphasis is on Canada but reference is made to the situation in the United States.

## **Sociology**

### *Race and Ethnic Relations*

A general sociological treatment is given to theories and empirical studies of race and ethnic relations of all types. A study of Canadian Native people is included.

For further information, please contact:

Dr. Richard J. Preston (Anthropology)  
Dr. P. Sheriff (Sociology)  
Telephone (416) 525-9140

McMaster University  
Hamilton, Ontario L8S 4L9



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## University of Ottawa

### Ottawa

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#### Arts

##### *Cours élémentaire de langue esquimaude*

Introduction aux dialectes esquimaux, particulièrement ceux du Canada, en insistant sur le phénomène linguistique qui ne se retrouve pas dans les langues indo-européennes. L'enseignement dans l'un de ces dialectes sera donné au niveau élémentaire.

##### *Elementary Eskimo*

Primarily Canadian Eskimo dialects are introduced emphasizing linguistic phenomena not found in Indo-European languages. Instruction in one of these dialects will be given at an elementary level.

##### *Cours intermédiaire de langue esquimaude*

Les structures et exercices portant sur la langue parlée sont étudiés.

##### *Intermediate Eskimo*

Structures and drills in spoken Eskimo are studied.

##### *Langue crise*

Introduction aux dialectes indiens parlés au Canada, en insistant sur le phénomène linguistique qui ne se retrouve pas dans les langues indo-européennes. L'enseignement dans l'un de ces dialectes sera donné au niveau élémentaire.

##### *Cree Language*

Indian dialects spoken in Canada, especially those of Cree, are introduced. Emphasis will be placed on linguistic phenomena not found in Indo-European languages. Introduction to one of these dialects will be given at an elementary level.

##### *Linguistique esquimaude*

Analyse linguistique de la langue esquimaude: dialectes, phonologie, morphologie et syntaxe.

##### *Eskimo Linguistics*

Linguistic analysis of the Eskimo language will include dialects, phonology, morphology and syntax.

#### Social Sciences

##### *Les Indiens d'Amérique*

Introduction à l'étude des Indiens d'Amérique, leur situation originale et les résultats de leurs contacts avec la "civilisation." On fera une analyse détaillée de quelques groupes.

##### *The American Indians*

This introduction to American Indians emphasizes their original position and the results of their contact with civilization. A detailed study will be made of some groups.

##### *Groupes minoritaires*

Analyse du concept de groupe minoritaire en sociologie et son application aux groupes ethniques et aux diverses autres catégories et groupements sociaux.

##### *Minority Groups*

An analysis will be made of the concept of minority groups in sociology and its application to ethnic groups and to various other social categories and groups.

*For further information, please contact:*

Office of Admissions  
Telephone (613) 231-3930

University of Ottawa  
550 Cumberland Street  
Ottawa, Ontario K1N 6N5

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## University of Toronto

### Toronto

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The following courses are offered by the University of Toronto and contain material that is either directly or indirectly relevant to native studies.

#### Anthropology

##### *Introduction to the Study of Native Languages of Canada*

A general introduction to the study of native languages of Canada includes classification and structures. Detailed descriptions of several languages are given.

##### *North American Indian in Transition*

The established culture areas and types existing in precontact and early contact times in North America are discussed followed by an analysis of the problems arising out of contacts between North American Indians and Euroamericans.

##### *Early Man in North America*

The archaeology of the earliest populations in the New World is studied.

##### *Early Man in North America II*

Specific aspects of the prehistory and palaeoecology of early man in the New World are researched.

##### *Canadian Indian and Inuit Change*

This course focuses briefly on historical factors peculiar to the Canadian scene, and continues with an intensive investigation of contemporary studies of change both in Indian and Inuit communities. This involves the socio-economic situation, governmental attempts at policy, the national and regional Indian organizations and the social science literature.

##### *Problems in Ethnohistory: Eastern North America*

This seminar, open to qualified undergraduates, will investigate selected problems in the ethnohistory of the indigenous peoples of eastern North America, especially the Iroquoian, Algonquian and Eskimo-Aleut families. Special attention will be paid to the linguistic developments and relationships. A good reading knowledge of a relevant language (e.g. French, Latin or Mohawk) is desirable but not required.

##### *Indians of North America*

This course includes a survey of native cultures and discussion of the role of environmental and historical factors.

##### *Approaches to the Study of Canadian Indian Societies*

This seminar course examines the acculturative situation.

##### *The Cultures of Modern Canada*

Contemporary subcultures in Canada and their development in the last 40 years are considered. Indigenous groups (Indian, Métis, Eskimo) and formerly-immigrant groups, both rural and urban, will be treated in the same general framework.

The course will attempt to place local and regional ethnic groups and subcultures in a national political and economic context.

### ***Cultures of North America***

A survey is made of indigenous cultures as they developed in North America north of Mexico before, during and after European expansion. The material is largely drawn from a select sample of Indian societies as described in the ethnographic present (three to 300 years ago).

### ***Native Peoples of Canada***

The development of traditional native Canadian cultures is analyzed with a detailed treatment of the socio-cultural patterns in some communities, and a comparison of the place of Native peoples in Canada with that of Native peoples in certain other countries. Attention will be given to the dynamics of the interaction between Native and Euro-Canadian cultures from the time of contact to the present. The course incorporates approaches to the study of assimilation, of acculturation, and a consideration of varying policies of "administration" of Native peoples.

### **Economics**

#### ***Economic Development of the Canadian North***

The contribution of the North to Canadian economic development is investigated combined with a study of how external forces, both market and non-market, influenced the course of development in the North itself. Particular attention is given to the changing role of public policy concerning resource development in the Arctic and sub-Arctic regions of Canada.

#### ***Economics of Poverty***

Economic influences on the extent of inequality and poverty in Canada are examined. These include aggregate income levels, unemployment, inflation, regional development, education, low wage employment and discrimination. Canadian policies that affect the reduction of poverty are evaluated and proposed programs are critically analyzed.

### **Geography**

#### ***Arctic Environment and Resources***

A course on Arctic physiography (geomorphology, biogeography, climate, permafrost and ice conditions) places special emphasis on Arctic Canada; cultural and historical topics lead discussion of current and past problems of exploitation and development.

#### ***Historical Geography of Northeastern North America***

Studies are made of the social and economic development and landscape change north of Chesapeake Bay and west through the Great Lakes area to the edge of the grasslands, from the time of first European contact. Evaluation of the land by successive generations of observers and users is of central interest in this course.

#### ***Current Canadian Problems in Their Historical Setting***

The historical roots of topical Canadian questions will be examined in this course. Students will investigate the geographical elements of such subjects as resource exploitation, farm consolidation, regional disparity, ethnicity, rural-urban inter-relations, international commerce.

### **History**

#### ***History of Canada***

The political, social and economic history of Canada is surveyed topically, treating the period from 1663 to 1974.

#### ***The Iroquois***

The history of Canada is viewed from the perspective of an indigenous people, from pre-historic times to the present. Readings will include anthropological and ethnological studies as well as historical literature.

### ***The History of Western Canada***

A general survey is made of the social and economic history of western Canada (including British Columbia) up to the present.

### ***Metropolis and Frontier in Canada Before 1920***

Studies are based on the interplay of leading urban communities and major frontier or hinterland areas in Canada from the early French period to the close of World War I.

### ***Ethnicity in American History***

The seminar will consider the extent to which the United States has been a melting pot, including migrations to and settlement patterns in America, concepts of nationality and race and problems of assimilation and acculturation. Black history and Indian-White relations will also be discussed, although the focus will be on non-Anglo-Saxon immigrants.

### ***Old Huronia***

The political, social, religious and economic life of the Huron Indians is studied along with the interaction of Huron and European cultures.

### ***The Prairie Provinces 1850-1950***

A study of the background of western Canadian alienation begins with the attempts to break the Hudson's Bay Company trade monopoly and examines native rights, the educational problem, agrarian protest movements, the natural resources control question, the fiscal problems generated by the Depression, and the post-war search for a place in Confederation.

### **Political Science**

#### ***Public Policies in Canada***

This course examines specific public policies in Canada, the relationship between changing public policies and Canadian political development, and the institutional framework within which policies are formulated and implemented. Specific policy areas dealt with include national economic growth and development, regional disparities, social welfare, education, health, communications and broadcasting, and law and order.

### **Religious Studies**

#### ***Ancient Myth and Ritual***

An enquiry is made into the meaning of religious symbolism fundamental to the myths, rites and images of pre-historic, archaic and tribal peoples, using a comparative approach to the history of religions as developed by Mircea Eliade.

### **Sociology**

#### ***The Canadian Mosaic***

Immigrant and native groups, ethnic differentiation, regional disparities and other particularistic entities are studied with a view to assessing the bargaining positions of the various components of Canadian society.

#### ***Canadian Communities***

This course focuses on methods of defining and analyzing Canadian communities and urban communities. Processes of development and change are emphasized. Communities are also examined in a comparative perspective.

#### ***Ethnic and Race Relations***

Studies will include: stereotyping and prejudice, social mobility and civil rights movements as processes of change of ethnic status; maintenance of ethnic identity and conflict and continuity between ethnic generations; societal integration especially as it bears upon the question of Canadian bilingualism and multiculturalism.



## Miscellaneous

### *An Introduction to Canadian Studies*

Topics covered in this introduction to an interdisciplinary approach to the study of Canada include Native peoples, the Métis, the Durham Report, and the B & B Report. Topics are viewed from historical, sociological, economic, and political perspectives.

### *Selected Topics in Canadian Culture*

This seminar course considers particular aspects of Canadian culture from the viewpoint of several disciplines, while focusing on the problems of the Canadian North.

*For further information, please contact:*

Undergraduate Secretary of the Department concerned  
Telephone (416) 978-2011

University of Toronto  
Toronto, Ontario M5S 1A1

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## Trent University

### Peterborough

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#### Native Studies

##### *Native Studies: Art of the Americas*

The art and architecture of the Native peoples of North, Central and South America are surveyed.

##### *Native Studies: Education and the Native Peoples*

The role and the results (both contemporary and historical) of education on the Native peoples will be examined through reading, field trips and guest lectures.

##### *Native Studies: History of the Métis and Non-status Native Peoples of Canada*

The origin and history of the Métis peoples of the prairie provinces and the non-status Native peoples of Canada are looked at from the early period to the twentieth century.

##### *Native Studies: Native Identity Development*

Human relations techniques will be utilized to develop self-awareness, inter-personal communication, problem-solving skills, with a strong focus on the meaning of human and cultural differences. First year students may petition the department for permission to take this course.

##### *Native Studies: Introduction to the Contemporary Situation of Native People in Canada*

The course will examine the social, cultural and historical bases of contemporary issues and, using a variety of sources such as government documents, research studies, native writing and guest speakers, will develop a view of native affairs which includes the perspective of the native community.

##### *Native Studies: Iroquois Culture and Traditions*

The study of the political, economic, kinship and religious institutions of traditional Iroquois society will include prehistoric background, establishment of the Six Nations Confederacy, the longhouse religion and contemporary situation.

##### *Native Studies: Law and the Canadian Indian*

The historical processes which have affected the legal status of the native population in Canada will be examined. Ample time will be devoted to examining contemporary legal issues such as aboriginal rights, The Indian Act and treaties, as well as some case law.

##### *Native Studies: Native Community Development*

Community development programs have been created in Canada and abroad and these will be examined along with their application to Canadian native communities. Special attention will be given to Native authors including Vine Deloria Jr., Wilfrid Pelletier, George Manuel and others. Limited placements in native communities will be included.

##### *Native Studies: Native Societies in Canada*

A study is made of the prehistoric background and groupings of Native peoples in Canada at the time of historical contact, including observations on physical, economic, cultural and linguistic aspects.

##### *Native Studies: Native Studies Methodology*

Methods of carrying out service or research roles in the native community are introduced.

Section I. Community Service Methodology will begin with examination of case studies illustrating structure, patterns of communication and interaction in native communities. Methods of working with individuals, group processes, community development techniques and advocacy will be studied as they apply in the cross-cultural context.

Section II. Community Research Methodology will examine the research methods of anthropology, sociology and history as they apply to native studies. This section is not offered in 1976-77.

##### *Native Studies: Native Studies Field Work*

This course will provide students with experience in applying Native Studies Methodology in a field work setting relating to Native people. Students in the Community Service Section will act as participant-observers in a community agency. Students in the Community Research Section will carry out a research project which will include research design, data collection and analysis. Field work may be carried out concurrently during the academic session or in a block at the end. Supervision will be shared by a supervisor in the field and Native Studies faculty. Enrolment will be limited. Application for admission must be made by April 30 of the preceding academic year.

##### *Native Studies: North American Indian Metaphysics*

Tribal sources of native philosophy are examined in terms of such concepts as universals, nature and existence, knowledge and belief, self-knowledge and development. Elders will be involved throughout. Required readings will include Indian and non-Indian source materials. Enrolment may be limited. Preference is given to Native Studies majors.

##### *Native Studies: Oral Mohawk*

An introduction to Mohawk is designed for students with little or no knowledge of the language. This is a conversational course emphasizing the use and understanding of Mohawk through the learning of basic vocabulary and sentence patterns in class and in a language laboratory.

##### *Native Studies: Oral Ojibway*

Oral Ojibway is introduced to students with little or no knowledge of the language. This is a conversational course emphasizing use and understanding of Ojibway through the learning of basic vocabulary and sentence patterns in class and in the language laboratory.

##### *Native Studies: Advanced Oral Ojibway*

A general course in advanced conversation and pronunciation is taught using language laboratory and classroom participation.

##### *Native Studies: Politics and the Native Peoples*

The political and administrative processes are analyzed as they affect Native peoples in Canada and the United States historically and in the contemporary period. Examined will be such topics as treaties and Red Power, governmental policy as it affects Native peoples, the James Bay power project, the status of Native women, the occupation of Wounded Knee and the ideology, organization, structure, strategies and tactics of native political associations.

### *Native Studies: Selected Topics in Native Studies*

This course is intended for third year students majoring in Native Studies and for some second year students, by application to the department, who wish to pursue a study program in an area not listed in the regular offerings or who wish to carry out independent research. This will be carried out under the supervision of a member of the department. Details must be arranged through the department by April 30 of the preceding academic year.

### *Native Studies: Social Services and the Native People*

A study is made of the objectives and administrative structure of welfare, health, justice and children's services extended to Native people. A major theme will be the nature and implications of parallel practices originating in the tribal situation and persisting in the contemporary setting.

### *Native Studies: The Algonkian Identity*

Native values and personalities are studied in the traditional and contemporary native setting. The course will concentrate on the Algonkian-speaking peoples, the Ojibway, the Saulteaux and the Cree, in the examination of topics such as the Midewin, aggression, joking, child-rearing, Windigo and others.

### *Native Studies: Urbanization and the Native Peoples*

The processes involved in the migration, adjustment and integration of Native people into urban areas in Canada will be analyzed. Various assimilation and acculturation models will be critically examined and the urban experiences of the Native migrant will be compared with those of members of other ethnic groups. The effects of contemporary society on the economic, social and cultural life of the rural native community will also be examined.

*For further information, please contact:*

Dr. J. Couture  
Telephone (705) 748-1443  
  
Trent University  
Peterborough, Ontario K9J 7B8

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## University of Waterloo

### Waterloo

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#### Anthropology

##### *Band and Tribal Societies*

Egalitarian societies including hunting and foraging bands and agricultural pastoral chiefdoms and tribes are surveyed analytically.

##### *Canadian Indian-White Relations, Years 1830-1950\**

The adaptation of the Canadian Indian to Euro-Canadian society is studied.

##### *Contemporary Canadian Indian Scene\**

Canadian Indian politics, economics, social organization, education and Pan-Indianism are considered.

##### *Eskimo Cultures\**

Eskimo cultures of Alaska, Canada and Greenland are examined from the time of contact to the present.

##### *Indians of the Canadian Sub-Arctic\**

The Northern Athapaskan and Algonkian social organization and culture are analyzed from the time of European contact to the present.

##### *New World Civilizations\**

The cultural dynamics of the civilizations of Meso and South America are examined.

### *North American Indians*

The cultures of Native peoples of Canada and the United States at the time of contact with European civilization are studied.

### *Survey of Great Lakes Archaeology: Paleo Indian and Archaic*

The cultures that existed in the Great Lakes area prior to 1000 B.C. are surveyed.

### **Fine Arts**

#### *Canadian Native Art\**

The arts and crafts of Canadian Indian and Inuit (Eskimo) peoples are examined using slide lectures, films and student presentations.

### **History**

#### *Emergence of the Third World\**

A study will be made of the history of changes leading to the creation of new nations and the resurgence of old nations in Asia, Africa and the New World (including topics on Canadian Indians).

#### *European Expansion from 15th to 20th Centuries\**

European expansion during this period and the response of colonial peoples are surveyed.

#### *Racial and Regional Minorities in North America\**

A study will be made of the history of the North American Indian and the Blacks of Canada and the United States, their position, formative years and their emergence.

#### *History of North American Indians*

The main themes dealt with in Indian history will include comparisons between Canada and the United States of America.

#### *Indigenous Minorities*

This course is a concentrated study, at the graduate level, of Canadian Indian history.

#### *Studies in Imperial History and Indigenous Peoples' Responses*

Canadian Indians are included as a major field of study.

### **Philosophy**

#### *Social and Political Philosophy: Canadian Problems*

Several problems, including native rights, are examined from a moral point of view.

### **Sociology**

#### *Introduction to Sociology\**

Out of 38 lectures in this course, about four hours are spent describing the case of Canadian Indians.

#### *Ethnic and Racial Relations\**

Out of 36 lectures in this course, 12 lectures are devoted to the case of Indians in Canada.

*For further information, please contact:*

Dr. J. S. Minas, Dean  
Faculty of Arts  
Telephone (519) 885-1211

University of Waterloo  
Waterloo, Ontario N2L 3G1

\*one-term only.



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## The University of Western Ontario

London

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### Anthropology

#### *Introduction to Anthropology*

The basic concepts and methods of anthropology are surveyed with topical consideration of questions such as the development of man's capacity for culture, the history of culture, the comparative study of social systems, languages, religions and other institutions. The ethnography of various societies is discussed.

#### *Prehistoric Societies*

The nature and development of prehistoric societies are studied using archaeological materials. General topics such as culture contact, culture change, ecological adaptation and prehistoric social organization will be examined with extensive illustrations from the relevant literature.

#### *Prehistoric Economies*

An investigation will be made of the settlement and subsistence systems of prehistoric societies in various regions of the world. Topics to be studied will include the evolution of economic systems, the ecological adaptations of various cultures, the effects of environmental change, the social correlates of various subsistence systems and the nature and function of trade. Prehistoric, historic and modern societies will also be examined.

#### *Native Peoples of Canada*

The traditional ways of the Native peoples of Canada are surveyed as well as the development of major cultural differences brought about by social and cultural adaptations.

#### *Contemporary Natives of Canada*

The conditions under which Native peoples live in modern Canada are surveyed including consideration of their inter-cultural contacts with whites, acculturation to Canadian society, the development of a Pan-Indian culture and the problems facing Indians living in the present era. The course serves in part as a vehicle through which local Native peoples can present their own interpretation of their traditional ways and their views on contemporary Indian problems.

#### *Field Methods in Archaeology*

This course provides a practical introduction to field methods and preliminary laboratory techniques of archaeology. Practical training will be given at a field camp to be held at an archaeological site near London.

### English

#### *Canadian Literature and Culture*

Many images of our civilization are introduced including poetry, prose fiction, social documentaries, autobiographies, as well as Eskimo, French and Indian texts in translation. This material is informally related to painting, music and films through the use of slides and tapes.

### History

#### *Ethnic Groups and the Problems of Racism in Canadian Development, 1600-1970*

The role of major ethnic groups in the development of Canadian society is studied. Basic themes will include relations between Amerindians and Europeans, between English and French and among the established population (both English and French) and immigrants of diverse origins.

#### *British Empire*

A comparative study is made of the theory, practice and legacy of British Imperialism in America, India and Africa.

#### *Post-Confederation Canada, 1867-1972*

Emphasis is placed on important topics such as the settlement of the west, French-English relations and Canadian-American relations.

#### *Canadian Social History*

The impact of industrialization, 1870-1960, is examined.

#### *Canada: From the Beginning of the French Regime to 1957*

A lecture course open to students in the general program provides a survey of the most important themes in Canadian history.

#### *Canada: From the Beginning of the French Regime to Confederation*

Canadian history is surveyed to 1867. The course intends to provide students having no special training in Canadian history with a broad knowledge of the regional distinctions which have marked Canadian history from its beginnings. It deals with the main economic, social and political features of pre-conquest Canada, the Maritime colonies, and of Lower and Upper Canada.

#### *Canada: From Confederation to the Present*

This course deals systematically with the regional histories of the Atlantic Provinces, Quebec, Ontario, the Prairie Provinces and British Columbia. The course deals with regional political, social and economic conflict within the context of Confederation and emphasizes the interplay of regional and national factors in Canadian history.

#### *European-Amerindian Relations in Canada*

A study is made of the interaction between traditional Amerindian institutions and expanding European communities from the sixteenth century to the present. Particular attention will be paid to comparisons of different Indian policies and the varying reactions of the first peoples. Note: This course is given at Huron College, an affiliate of Western University.

#### *The Duel for Empire: Anglo-French Colonial Rivalry, 1688-1904*

#### *New France*

A detailed study is made of the early history of French Canada, its political, legal and religious institutions, socio-economic organization, territorial expansion and its evolution during the first half century of British rule.

#### *Selected Problems in Canadian Social History*

The impact of immigration, urban growth and industrial growth on Canadian society is studied with an emphasis on the period 1840-1939.

#### *The Development of Western Canada*

This course examines the political, economic, social, cultural and other facets of the historical development since 1860 of those provinces, territories and regions that lie west of Ontario.

#### *The Opening of the Canadian North*

This course investigates the economic, social, political, scientific, technological, cultural and other aspects of the expansion into the sub-Arctic and Arctic frontier regions of Canada, with particular reference to the period from 1914 to the present.

### Music

#### *Native Canadian Music*

The indigenous music of Canada's Native peoples is studied. (Half-course to be introduced May 1977.)

### Political Science

#### *Canadian Political Issues*

Political analysis is introduced through the examination of selected contemporary issues in Canadian politics.

### Sociology

#### *Introduction to Sociology*

Major theoretical perspectives are examined in the field of sociology, methods of empirical investigation of social phenomena, socialization, group structure, principles of social organization, community structure, population and social change.

### **Minority Groups**

Racial, ethnic, political and religious minority groups are analyzed in terms of their relationship to each other and society at large. Pluralism, assimilation, competition, conflict, prejudice and discrimination are some of the concepts to be studied.

### **Visual Arts**

#### **Canadian Art**

Studies include painting, sculpture and architecture in Canada from the primitives of New France through the Group of Seven to the present, as related to developments in Europe, the United States and Mexico.

*For further information, please contact:*

Prof. J. M. Freedman  
Chairman  
Committee on People of Native Ancestry  
Department of Anthropology  
Telephone (519) 679-2111

The University of Western Ontario  
London, Ontario N6A 5C2

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## **Wilfrid Laurier University**

### **Waterloo**

#### **History**

##### *History of the Indians in Canada*

The Indians of Canada will be studied in two historical contexts: the Indians as well as the European and Canadian explorers, settlers, administrators, etc.

#### **Religion and Culture**

##### *Historical Field Archaeology*

Field excavation will involve the systematic recording and recovery of architectural and cultural items associated with early Canadian and native sites. Laboratory techniques will involve study and restoration of artifacts retrieved in field excavation and preparation of materials for publication. Included is a one month field experience involving excavation and application in the field of learned laboratory techniques.

#### **Sociology and Anthropology**

##### *Native Peoples of North America*

The aboriginal Indian and Eskimo cultures of North America are studied through consideration of problems in acculturation and adjustment to Euro-American culture patterns. The major emphasis will be upon Canadian Indians and Eskimos.

*For further information, please contact:*

Dr. Gerald R. Vallillee  
Telephone (519) 884-1970

Wilfrid Laurier University  
75 University Avenue West  
Waterloo, Ontario N2L 3C5

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## **University of Windsor**

### **Windsor**

#### **Fine Art**

##### *Canadian Art*

A study of the development of painting, sculpture and architecture in Canada from the seventeenth century to the present with consideration of the legacy of early French and English settlers and persistent regional distinctions.

##### *The Development of American Art*

A study of the art and architecture created in the United States from colonial times to the twentieth century.

#### **Geography**

##### *Advanced Cultural Geography*

The nature of modern cultural geography is examined through studies of culture areas, landscapes, history and cultural ecology.

##### *Political Geography*

The spatial characteristics of political structure, processes and behaviour are analyzed, while considering the spatial organization of resource management.

##### *Population Geography*

A geographic analysis is made of population distribution, growth, human migrations and population composition, with special reference to Canada, followed by a survey of world population growth, resources, economic development and ecology.

##### *Problems in Cultural Geography*

Social and cultural systems are examined as they affect man's relationship to the environment. Included in the examination are aspects of world population and world food supply, nutrition and health patterns.

##### *Problems in the Geography of North America*

An examination is made of selected regional problems of a socio-economic nature in Canada and the United States.

##### *The Canadian Arctic*

The environment, history and present socio-economic conditions of Arctic Canada are introduced. The objective is to provide the necessary background for understanding current problems of indigenous peoples, resource development, exploitation of resources and environmental management.

##### *The Geography of Canadian Resources*

An analysis is made of population characteristics, stages of human occupancy and the present state of resource use and misuse.

#### **History**

##### *British North America 1783-1896*

A regional and social approach will be followed.

##### *History of Canada*

Selected aspects of Canadian history are dealt with from the beginning of the French regime until the present.

##### *History of French Canada 1760 to Present*

The studies will include selected aspects of social, political and cultural life.

##### *Profiles of Canada*

Historical aspects of Canadian society are studied with selections from such subjects as the Canadian Indian, technology and science in Canada, disease and ethnic communities.



## Law

### *Civil Liberties*

The course will cover general constitutional protection of civil liberties, the Canadian Bill of Rights, the limits of civil liberties, free speech in Canada and the United States, equality and the Native peoples and the enforcement of equality (the Ontario Human Rights Commission).

### *Law and Poverty*

This course introduces the nature and extent of poverty, and the general role lawyers could play in relation to the problems of the poor. An examination of selected problem areas will include the welfare process and its alternatives and delivery systems for providing legal services to the poor.

## Political Science

### *Issues in Canadian Politics*

An examination of issues and public policy in Canadian society to the year 2000 will include nationalism, energy and resources, consumer affairs, ethnic and cultural diversity, privacy, leisure, aging and other issues of social change and government policy.

## Sociology and Anthropology

### *Advanced Topics in Cultural Anthropology*

Selected topics of ethnology and culture theory are examined critically and one or more culture areas are analyzed.

### *Advanced Topics in Social Anthropology*

This includes a critical examination of socio-cultural change, an analysis of peasant and tribal societies as they enter the industrial world and problems in social theory and anthropology.

### *Analysis of Canadian Society*

Examination is made of the social conditions and institutions of Canadian society using basic analytical techniques. Special consideration will be given to population patterns, regionalism and the unique characteristics of Canadian society.

### *Canadian Social System*

The structure of Canadian dualism and the basic assumption of Canadian society, social stratification and power structures are studied.

### *Culture Contact and Culture Change*

Problems of cultural and social change are examined including the impact of western civilization upon native societies.

### *Culture and Personality*

Theories of the relationship between personality and culture and the development of such theories in the history of anthropology are considered.

### *Indians and Eskimos of Canada*

Studies are made of the culture areas of the Indians and the Eskimos of Canada, the problems of environment and adaptation, social organization and institutions, and the problems created by acculturation without assimilation during the last 200 years.

### *Intergroup Relations*

Areas of culture contact will be studied, including interaction between various racial, ethnic, religious and class groups, problems of biculturalism, cultural and structural assimilation, intergenerational mobility and immigration policies.

### *Primitive Art*

Theories regarding the evolution of artistic expressions are examined, including analysis of the various media of the world's artistic expressive systems, the role of art in culture and the role of the artist in society. Studies of problems encountered will include perception, cognition, learning, aesthetics and creativity in cross-cultural contexts with special emphasis on New World cultures.

## Theories of Intergroup Relations

This seminar on theories will concern various aspects of relationships between groups, societies and cultures, ethnic groups, pluralistic societies, colonialism, etc.

*For further information, please contact:*

Dr. W. Phillips

Telephone (519) 253-4232

University of Windsor

Windsor, Ontario N9B 3P4

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## York University

### Toronto

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## Anthropology

### *Indians of Canada*

An examination is made of the origins and diversity of Canadian Indian culture types prior to and during the later years of Euro-Canadian influence.

### *Social Anthropology of the Inuit*

Anthropological theories are viewed in relation to systems of technology, social organization and ideology.

### *Indians of North America*

In a survey of the cultural development of Indians, Métis and Inuit of North America, emphasis is placed on understanding the developmental processes in prehistorical, historical and contemporary times.

### *Law and Justice in Comparative Perspective*

The nature and role of law in non-Western societies is studied through a comparative perspective.

## Anthropology/Sociology

### *Race and Ethnic Relations in Western Society*

A comparative analysis of racial, ethnic and other groups will be made, viewing such problems as prejudice, discrimination, assimilation and cultural pluralism. The course will include a systematic study of ethnic group relations in Canada.

## English

### *Canadian Folklore*

This course examines all the major genres of folklore in Canada: tales, songs, proverbs, riddles, folk speech, superstitions, customs, folk art, etc.; and surveys Indian, Eskimo, French-Canadian, English-Canadian and ethnic folklore, with emphasis on Anglo-Canadian lore.

## Geography

### *The Cultural-Historical Geography of Canadian Indians*

Primary source material (archaeological data, maps and documents) will be used and cultural ecological approaches will be applied to the study of selected Canadian Indians in historic settings.

## Humanities

### *Struggles for Cultural Identity*

An analysis is made of the changes in Latin American, Indian and African aesthetic expression, religious forms and ethical systems.

### *The Oral Tradition*

Oral/aural aspects of culture are studied with a focus on the Canadian tradition.

### *Man and Nature: The Circum-Pacific View*

Studies include nature and shamanism in Amerindian culture, Taoism and Zen Buddhism.

### *Man and Society: The Circum-Pacific View*

Studies are made of Amerindian concepts and development of the Confucian orientation and thought of Mao-Tse-Tung.

### **Music**

#### *Music in Canadian Culture*

The music and the musical life in Canada including that of Canadian Indians and Inuit is studied from colonial times to the present.

### **Social Science (Glendon College)**

#### *Inuit and Indian Communities of Canada*

The aspects studied include cultural and linguistic diversity, the impact of Western society and the contemporary strategies for survival.

### **Sociology (Atkinson College)**

#### *Indians, Métis and Eskimos in Canada*

The native cultures of Canada are surveyed emphasizing their contemporary struggles.

#### *College Tutorials*

1. Indians of Canada (Sociology)
2. Literature of Indian North America (Language)
3. Life and Art in Mexico (Art history)
4. Anthropology and Dance (Anthropology)
5. The Indian and the White Man: A Meeting of Cultures (History)
6. The Arctic and the Inuit (Sociology)

*For further information, please contact:*

Dr. John A. Price  
Associate Professor of Anthropology  
Telephone (416) 667-2355

York University  
4700 Keele Street  
Downsview, Ontario M3J 1P3

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## **Ontario College of Art**

### **Toronto**

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### **Department of Liberal Studies**

#### *Canadian Art History*

Canadian sculpture, painting and architecture are surveyed chronologically from prehistoric Eskimo art to the contemporary scene. Slide lectures are supplemented by gallery visits, film presentations and guest speakers. Topics such as the landscape tradition, folk and primitive art and relationships to European and American art are also considered.

#### *Art of the Native People of Canada*

This course is intended to familiarize the student with prehistoric, historic and contemporary two-dimensional art of the Native people of boreal North America. The first semester covers prehistoric, early historical rock art; the second semester ranges from historical pictography on bark, hide and wood, to paintings and prints by contemporary Native artists, including Inuit.

*For further information, please contact:*

Miss Joan Brabant  
Registrar  
Telephone (416) 362-5311

Ontario College of Art  
100 McCaul Street  
Toronto, Ontario M5T 1W1



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## Special Programs

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### Special University Programs

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#### Law

Carleton University  
University of Ottawa  
Queen's University  
University of Toronto  
The University of Western Ontario  
University of Windsor  
York University

All Ontario university law schools encourage applications from Native people in order to expand meaningful legal representation on their own behalf.

In order to ensure a reasonable chance of academic success, the law schools fully endorse the special pre-law summer orientation program for Native students at the University of Saskatchewan. Those who have not completed this program but show marked potential for advancement may be accepted.

Qualified Status Indian students are eligible to receive the full range of financial support benefits provided by the Department of Indian and Northern Affairs, for both the pre-law and the law school programs. Similar assistance is provided for Métis and non-status Indian students by the Federal Department of Justice.

#### Native Studies Programs

##### *Laurentian University*

Laurentian University offers a general Bachelor of Arts degree program in native studies. Previously interdisciplinary, the program is now offered by a new Department of Native Studies of the University of Sudbury which is federated to Laurentian.

The program is intended to acquaint students as fully as possible with the situation of the Native people, especially those of Canada. To this end, studies range from pre-Columbian time, through the arrival of the Europeans to present day renaissance, and cover education, legal rights, language, the value of ancient insights into modern sociological and ecological problems, and twentieth century aspirations.

The aim of the program is to bring the students into direct contact with the area being studied. Artifacts, films, tapes and other audio-visual resources are used, oral literature is studied and field trips are arranged. Representatives of the Native population are invited to take part in the program.

##### *Trent University*

A two-year Native Studies Diploma program is offered at Trent University. The two-year program of undergraduate studies is available to students of native ancestry including registered Indians, non-status Indians, Inuit and Métis. Eligibility is extended to students holding a secondary school graduation diploma without specific course requirements and to those qualifying as mature students.

Over a two-year period, students in the program are required to complete six courses selected from the native studies curriculum. Course requirements for a Native Studies Diploma are identical to the required six courses for a native studies major in the ordinary degree program.

During the month prior to formal registration, students are required to attend an intensive communications course which continues through the first term concurrently with regular course participation. In the second year of the program, a second half-course in communications media is required.

On completion of the diploma requirements, students may graduate with the diploma or apply to transfer their course credits towards a Bachelor of Arts degree.

#### Social Work

##### *Carleton University*

The School of Social Work at Carleton University has a special program to recruit Native students into the Master of Social Work program.

The program entails two years of full-time study, although students may proceed on a part-time basis. There is provision for internship training of three to six months in the students' own communities.

Students are assessed for admission on the basis of both their academic and personal suitability to eventually undertake work in this area. A Bachelor of Arts degree is not essential for this graduate program, but students should have completed at least one or two years of study at a university or a college of applied arts and technology. Admission is open to Native students from all over Canada.

#### Teacher Education

Teacher Education programs for Native people have been instituted at two universities in Ontario: Lakehead University and The University of Western Ontario. These programs are intended to increase the number of Native teachers certified to teach in Ontario in Reserve schools.

Skilled teachers of Indian ancestry would greatly assist in responding to the needs of children in the schools in Indian communities.

##### *Lakehead University*

Lakehead University offers a two-year undergraduate diploma program in teacher education for Native people. The purpose of the program is to increase the number of qualified Native teachers in northwestern Ontario and to prepare these teachers to meet the special social and cultural needs of native communities.

Diploma graduates will receive an Interim Elementary School Teaching Certificate, Standard Two, valid for five years. Following regular certification procedures and supervision, two years of successful teaching could lead to the granting of a permanent teaching certificate.

Admission to the teacher education program will be granted to Native students recommended by one of the following organizations:

- individual Band Councils
- the Ontario Métis and Non-Status Indians Association
- the Union of Ontario Indians
- the Association of Iroquois and Allied Indians
- Grand Council Treaty No. 9
- Grand Council Treaty No. 3

Candidates must, in addition, be a holder of an Ontario Secondary School Honour Graduation Diploma with an overall average of at least 60%; or satisfy the requirements for adult admission to Lakehead University.

##### *The University of Western Ontario*

The Indian Teacher Education Program (I.T.E.P.) is a two-year program intended to increase the number of Native teachers certified to teach in Ontario. The program, implemented in September 1976, is open only to registered Native people. Applicants must meet the minimum academic requirements for undergraduate year one at The University of Western Ontario.

The year one program of five full courses (with a strong recommendation that one full course in native studies be included) must be completed satisfactorily before admission to year two.

Year two consists of 21 units of work in the teacher education program of the Faculty of Education, with emphasis on elementary school. Upon successful completion, the Ministry of Education will award a Standard Two Certificate.

All applicants to I.T.E.P. must specify, in writing to the admissions office, their intention to take the program at The University of Western Ontario.

## Further Information

Further information on these special programs for Native students may be obtained from the admissions office of the university concerned. Detailed information on financial assistance may be obtained from the student awards officer of the institution or from the Student Awards Branch  
Ministry of Colleges and Universities  
Mowat Block, Queen's Park  
Toronto, Ontario M7A 2B4  
Telephone (416) 965-5241

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## Adult Training and Apprenticeship Programs

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Manpower programs are offered by training centres which are largely operated through the colleges of applied arts and technology. The adult training and apprenticeship programs include programs specifically designed for, or adapted to, the needs of the Native people. Information regarding the adult training programs to be offered is handled by representatives of the colleges of applied arts and technology who are in contact with Chiefs, Band Councils, Locals and individuals within the communities. Program information is also provided by the province for circulation through all Canada Manpower centres.

Adult training programs are given to persons wholly sponsored by the provincial and/or federal governments, and to partially sponsored students. Information on sponsoring can be obtained from the Canada Manpower centres, social counsellors, Band Councils and the Department of Indian Affairs and Northern Development, where programs fall within the government structures.

Almost 300 adult training and apprenticeship programs are currently offered and a list can be obtained from the colleges of applied arts and technology or from the Industrial Training Branch of the Ontario Ministry of Colleges and Universities. Some programs can be made available on the reserves, however, programs requiring special facilities are not offered outside of the established training centres.

### Specific Employment Programs for Native People

Several programs have been established in partnership with the Department of Manpower and Immigration to promote prospects of employment for Native people. These programs are offered through established training centres and may be offered on a reserve where feasible.

#### *Academic Upgrading*

Academic upgrading concentrates on the communications, mathematics and science required to obtain and hold employment or to enter a skill program which leads to employment. Generally, individualized instruction is available so that the students may start at any time during the program and proceed at their own rate of learning. Life skills may be used in academic upgrading to assist the student to overcome earlier learning problems.

#### *Band Management*

Band management 1, 2 and 3 were developed by Confederation College. Level 1 is the initial program and is the prerequisite for entry to level 2 which in turn serves as the prerequisite for level 3.

Band management 4 and 5 were developed as two separate and distinct programs. The emphasis in Band management 4 is small business opportunities such as cooperatives. Band management 5 is a program in effective leadership for Native people.

#### *Building Custodian (Certified)*

Confederation College adapted the Industrial Training Branch urban program for janitors to be employed by Indian Affairs for their schools located on Indian reserves.

#### *Clerk Typist*

Northern College adapted this Industrial Training Branch urban program to train Native people to be employed by Indian Affairs at the James Bay District Office on Moose Factory Island.

#### *Camp Cook*

Northern College developed this program as part of a project to train Native people to run their own goose camps.

#### *Carpenter, Construction Trades and Trades Helper*

These urban programs have been modified to fit reserve locations, available materials, etc. Confederation College and Northern College have both been prominent in this training area. The Industrial Training Branch apprenticeship section has made some concessions in the area of compulsory apprenticeship. Some aspects of training carpenters, electricians and plumbers is permitted when the training is to be put to use on the isolated reserve in order to improve living conditions. If the Native person wishes to leave the reserve, he/she would have to register as an apprentice in a particular trade before these skills could be put to use. Abatements or credits would be granted for the training.

#### *Fur Harvest*

The Elliot Lake Centre for Continuing Education (now part of Sault College) developed this program in concert with the Ontario Trappers Federation. The program was established to improve trapping methods, i.e., more humane, and pelt quality. The trapper would be assured at least premium value for the pelts produced.

#### *Geophysical Assistant and Prospecting Techniques*

Confederation College and Northern College developed these programs to be used in their respective areas. Graduates have already staked a significant body of mineralization in northwestern Ontario. The Economic Section of Indian Affairs at Ottawa is assisting in providing adequate compensation for their find.

#### *Health Care Aide, Nursery Aide and Nursing Assistant*

These programs are standard. Generally speaking, the Native person has to leave the reserve for training in order to have the necessary clinical facilities available. However, on graduation, employment is available at the outpost hospitals on the reserves.

#### *Logging and Small Sawmill Operator*

This program has only been offered on one location by Confederation College. Major drawbacks have been that Indian Affairs has had to supply the sawmill and that a site might quickly be worked out.

#### *Marine and Small Powered Equipment Mechanic*

Confederation and Northern Colleges have offered this program extensively. Training has ranged on occasion from 16 weeks to the full 40 weeks. On occasion, Indian Affairs has provided tools and a workshop which are then left in place for the use of the graduates when the program has been completed. Emphasis generally has been on snow machine and outboard marine repair and maintenance.

#### *Paraprofessional Instructor*

Confederation College developed this program and it has caught on at other locations. No teaching certificate can be offered, although the Ministry of Education is prepared to consider the completion of this program as meeting part of the prerequisite for entry to a teacher's college.

The program is designed for paraprofessionals or assistants to the teacher. Much of the training is basically similar to a form of apprenticeship. A major advantage that the graduates have is fluency in native languages and a knowledge of native history.



### *Screen Process Printing*

Sault College developed this program in response to a demand on the Serpent River Reserve. Training in the skill and in marketing practices are provided.

### *Small Boat Construction, Repair and Maintenance*

Developed originally by Cambrian College for Manitoulin Island, this program has since been revised by the James Bay Educational Centre at Moosonee. Native craft construction is the main aspect, but the program also provides for the local repair of boats and thus holds down on cost and time delays for such repairs.

### *Tourist Outfitting and Guiding*

This program has been used widely to improve the skills and employability of the Native person.

### *Welding Operator*

Northern College has redesigned the urban program to fit local conditions on the James Bay Coast.

## **Specific Employment Programs**

<b>Program</b>	<b>Length in Weeks</b>	<b>Prerequisite</b>
Academic Upgrading Block	52	Block purchase
Academic Upgrading 1	36	Open; functional literacy
Academic Upgrading 2	24	Academic Upgrading 1
Academic Upgrading 3	32	Academic Upgrading 2
Academic Upgrading 4	32	Academic Upgrading 3
Band Management 1	12	Academic Upgrading 3
Band Management 2	12	Band Management 1
Band Management 3	12	Band Management 2
Band Management 4 - Small Business Management	36	Open; functional literacy
Band Management 5 - Applied Leadership	40	Open; functional literacy
Building Custodian (Certified)	14	Open; functional literacy
Clerk Typist	40	See program outline
Camp Cook	14	Open; functional literacy
Carpenter - General Advanced	40	Academic Upgrading 2
Carpenter - General Fundamental	8	Academic Upgrading 2
Construction Trades Helper	16	Academic Upgrading 2
Fur Harvest	4	Open; good health; functional literacy
Geophysical Assistant	12	Open; functional literacy
Health Care Aide	16	Academic Upgrading 3
Logging and Small Sawmill Operator	12	Open; functional literacy
Marine and Small Powered Equipment Mechanic	40	Academic Upgrading 3
Nursery Aide	16	Academic Upgrading 3
Paraprofessional Instructor	27	See program outline
Prospecting Techniques	14	Physically strong
Screen Process Printing	40	Academic Upgrading 3
Small Boat Construction, Repair and Maintenance	8	Open; functional literacy
Tourist Outfitting and Guiding	14	Open; functional literacy
Trades Helper - Native People	34	Open; functional literacy
Welding Operator	20	Academic Upgrading 3

## Student Assistance Programs

Native students wanting to attend a post-secondary institution can obtain information about financial assistance from guidance counsellors at secondary schools, social counsellors or from Band administrators, Friendship centres, provincial native associations and Department of Indian Affairs education counsellors. Information about bursaries and scholarships offered through the individual colleges and universities is available from secondary school guidance offices, in calendars or from student aid offices.

The government of Ontario administers a variety of programs for students who need financial assistance in order to attend a post-secondary institution.

### **Ontario Student Assistance Program (OSAP) 1976-77**

OSAP provides financial assistance to post-secondary students in the form of a loan or a loan and grant combination. For programs of 26-32 weeks in length, the first \$1,000 of OSAP assistance is a loan and any additional assistance is a grant. The amount of assistance is based on the student's need and is calculated by subtracting the financial resources available to the student from his or her educational costs.

#### *Who is eligible?*

You may be eligible for the Ontario Student Assistance Program if you:

- fulfill the residency requirements which include being a resident in Ontario for at least 12 months;
- are taking at least 80% of a full course load, usually four out of five courses;
- plan to attend a recognized post-secondary institution in Ontario including a university, a college of applied arts and technology, or a teacher education college.

To find out if an institution is recognized consult the OSAP brochure or write to the Student Awards Branch of the Ministry of Colleges and Universities at the address at the end of this section.

#### *What educational costs are considered?*

In calculating educational costs, the following items are normally included:

##### **Tuition and compulsory fees**

- approximately \$610-\$722 for university programs
- approximately \$250-\$450 for college programs

##### **Books and equipment**

- \$165-\$200 per year for college and university programs (Specialized and professional programs may require additional funds.)

##### **Board and lodging and miscellaneous expenses**

- \$36 per week living at home
- \$57 per week living away from home

##### **Local transportation**

- actual costs to a maximum of \$8 per week

##### **Return trip home each year**

- one return trip annually from your home in Ontario to your institution by the least expensive means of transportation.

Specific fee schedules can be obtained from the individual colleges and universities.

#### *How are financial resources calculated?*

In calculating your financial resources, you must determine whether or not you are an independent student.

An independent student is one who:

- is married before the 15th day of the month when classes normally begin; or
- has spent two periods of 12 consecutive months as a full-time member of the work force; or
- has four or more years of successful post-secondary education or a combination of one period of 12 consecutive months in the work force and three years of successful post-secondary study.

The financial resources of a single independent student include only the amount of money that the applicant is expected to provide as a personal contribution, usually savings from summer or work-term earnings.

If full-time students are married without children, and both spouses are eligible to apply for OSAP, each is treated separately as a single, independent student. Otherwise, the financial resources of a married student consist of a personal contribution and the amount expected as a contribution from the spouse.



If a student is not an independent applicant, financial resources might include some money expected as a personal contribution and some expected as a parental contribution.

#### *What other resources are considered?*

Academic awards in excess of \$700, income from other government sources, investment and other income and a portion of any school term earnings are regarded as a contribution to your financial resources.

### **Ontario Student Loans Plan 1976-77**

The Ontario Student Loans Plan is intended to provide loans to students who are not eligible for financial assistance from OSAP or the Canada Student Loans Plan. Students are eligible to receive loan assistance of up to \$900 per semester to a maximum of \$4,000 over three years.

Calculation of the amount of money needed, the interest rates and the terms of repayment are similar to those for the loan portion of OSAP.

#### *Who is eligible?*

You may be eligible for the Ontario Student Loans Plan if you are:

- a part-time student or are taking less than 80% of a normal full course load;
- a student enrolled at an Ontario public post-secondary institution in a program which is less than 26 weeks in length, or enrolled in upgrading courses;
- at least 18 years of age and fulfill the residency requirements of the Ontario Student Assistance Program.

### **Ontario Special Bursary Program 1976-77**

The aim of the Ontario Special Bursary Program is to encourage post-secondary studies by people in serious financial need, in areas that might enable them to improve their financial situation. This program provides a grant to cover costs which include fees and required equipment.

A supplementary grant of up to \$125 per term is also available to help cover day care costs or unusually high transportation expenses. The maximum assistance allowed is \$900 per academic year.

#### *Who is eligible?*

You may be eligible for a bursary if you are:

- receiving social assistance, are unemployed or have a low family income;
- at least 18 years old and a Canadian citizen or a landed immigrant resident in Ontario for 12 consecutive months, not counting time spent as a full-time student;
- accepted or registered at an Ontario post-secondary institution taking or planning to take up to three courses leading to a degree, diploma or certificate;
- taking or intending to take upgrading courses presently offered at the colleges of applied arts and technology.

### **Secondary School Bursaries 1976-77**

In the final year of their secondary school program, needy students may qualify to receive bursaries of \$100 through the Ministry of Education. These grants are provided to students with financial need upon the recommendation of the principal or guidance head. Application forms are available through secondary school guidance offices.

#### **Further Information**

For further information on the Ontario Student Assistance Program (OSAP) or on any other programs of financial assistance, consult your guidance counsellor or student awards officer, or contact the

Inquiry Section  
Student Awards Branch  
Ministry of Colleges and Universities  
Mowat Block, Queen's Park  
Toronto, Ontario M7A 2B4  
Telephone (416) 965-5241



## Selected List of Reference Publications

Some of these publications will be available in secondary school guidance offices, public libraries and in college and university admissions offices and libraries. They may also be obtained through Band Councils and resource centres. Specific sources are listed below.

### Careers

#### *Career Selector* Free

Data on over 100 careers, nature of work, training, qualifications, remuneration, etc.

Women's Bureau  
Ministry of Labour  
400 University Avenue  
Toronto, Ontario M7A 1T7

#### *Careers Updated* \$1.50

Career information on 17 categories including business and public service.

Ontario Educational Research Council  
1260 Bay Street, 6th Floor  
Toronto, Ontario M5R 2B1

#### *Occupational Information Monographs* 58¢

Request free check list of leaflets on some 150 careers. Further information in individual monograph form is available at 58¢ per copy.

Guidance Centre  
Faculty of Education  
University of Toronto  
1000 Yonge Street  
Toronto, Ontario M4W 2K8

#### *University and Community College Career Outlook* Free

Basic information on college and university programs and their related careers. Bilingual. Manpower Information and Analysis Branch Program Development Service  
Department of Manpower and Immigration  
Ottawa, Ontario K1A 0J9

### Educational

#### *After 8?* Free

A guide for grade 8 students and their parents. Contains basic information on the secondary and post-secondary educational systems in Ontario. Available in French and English.

Information Resources Branch  
Ministry of Colleges and Universities  
Mowat Block, Queen's Park  
Toronto, Ontario M7A 1B9

#### *Training for the Skilled Trades* Free

Individual folders on skilled trades  
Industrial Training Branch  
Ministry of Colleges and Universities  
Mowat Block, Queen's Park  
Toronto, Ontario M7A 2B5

#### *Directory of Registered Private Vocational Schools* Free

Information Resources Branch  
Ministry of Colleges and Universities  
Mowat Block, Queen's Park  
Toronto, Ontario M7A 1B9

#### *Education Information Pamphlets* Free

Pamphlets on secondary school completion including:

*Credit for the School of Hard Knocks*  
*Entering School: Who, When, Where and How*  
*Learning at Your Own Pace by Correspondence*  
*Making the Most of Night-school Studies*  
Communication Services Branch  
Ministry of Education  
Mowat Block, Queen's Park  
Toronto, Ontario M7A 1L2  
or from the  
Ontario Ministry of Education regional offices

#### *Horizons* Free

A guide to educational opportunities in Ontario beyond the secondary school level.  
Information Resources Branch  
Ministry of Colleges and Universities  
Mowat Block, Queen's Park  
Toronto, Ontario M7A 1B9



### *Indian Education in Canada*

Free

Booklet produced by the Education Branch of the Department of Indian Affairs and Northern Development.

Public Information Library

Department of Indian Affairs and Northern Development

Centennial Towers

400 Laurier Avenue West

Ottawa, Ontario K1A 0H4

### *Native Studies in Ontario Schools*

Free

Communication Services Branch

Ministry of Education

Mowat Block, Queen's Park

Toronto, Ontario M7A 1L2

### *Nursing*

Free

A booklet outlining admission requirements and selection procedures for students who wish to enter nursing programs in Ontario.

Information Resources Branch

Ministry of Colleges and Universities

Mowat Block, Queen's Park

Toronto, Ontario M7A 1B9

### *Spectrum*

\$2.50

Basic information on colleges, universities and other educational institutions.

Guidance Centre

Faculty of Education

University of Toronto

1000 Yonge Street

Toronto, Ontario M4W 2K8

### *Tour d'horizon*

Gratuit

Un guide de l'éducation postsecondaire à l'intention des Franco-ontariens.

Direction de l'Information

Ministère des Collèges et Universités

Édifice Mowat, Queen's Park

Toronto, Ontario M7A 1B9

### *Universities and Colleges of Canada*

\$7.00

Contains basic information on 70 universities and their affiliated colleges. A listing of research institutes and community colleges; a comprehensive table of university programs.

Publications Distribution Unit

Statistics Canada

Ottawa, Ontario K1A 0Z5

### **Financial Aid**

*Canada Student Loans Plan*

*Ontario Graduate Scholarship Program*

*Ontario Special Bursary Program*

*Ontario Student Assistance Program*

*Ontario Student Loans Plan*

*Second Language Bursary and Fellowship Programs*

Bilingual brochures may be obtained, free of charge, from

Inquiry Section

Student Awards Branch

Ministry of Colleges and Universities

Mowat Block, Queen's Park

Toronto, Ontario M7A 2B4

### *Bursaries for Secondary School Students* Free

Bilingual brochure outlining assistance to needy secondary school students for final year studies.

Information Systems and Records Branch

Ministry of Education

Mowat Block, Queen's Park

Toronto, Ontario M7A 1L2



**Pottery** (Back cover)

Adaptations of Six Nations' pottery once used as cooking utensils and barter goods. Traditional motifs and designs are combined with contemporary methods and materials.



Native Studies  
in Colleges and  
Universities

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